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Training activities authorized under Part B of Title II of the Manpower Development and Training Act (MDTA) of 1962, as amended, are described and evaluated and recommendations are made for continuation and improvement. The report includes sections on program innovations, experimental and demonstration programs, changing goals, teachers, curriculums, methods, and materials. Statistically, some highlights are (1) Between August 1962 and December 1966, training opportunities had been approved for about 837,000 persons, 270,200 of which were for on-the-job training, (2) Of an estimated 600,000 cumulative enrollments by the end of 1966, 337,000 had completed their scheduled training course and roughly four-fifths of these were employed, and (3) Classroom instruction was offered in 1966 to approximately 150,000 trainees in various schools. Recommendations include: (1) earlier appropriations by Congress to permit state and local educators to plan, staff, and equip programs, (2) establishment of additional training centers, (3) expansion of related instructional programs for on-the-job trainees, (4) greater emphasis on work experience related to occupational training, particularly for the disadvantaged, and (5) greater cooperative involvement of the private sector. Statistical tables are appended. (ET)

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1967
Report of
The Secretary of
Health, Education, and Welfare
to the Congress on
The Manpower Development
and Training Act

EXPANDING THE CHOICES

EDUCATION and TRAINING

VTC02410

Prior to April first of each year, the Secretary of Health, Education, and Welfare shall make an annual report to Congress. Such report shall contain an evaluation of the programs under section 231, the need for continuing such programs, and recommendations for improvement. The reports shall also contain progress reports on the vocational training study which will be conducted under the supervision of the Secretary during 1966 and 1967.

Section 233,
Manpower Development and Training Act
of 1962 as amended

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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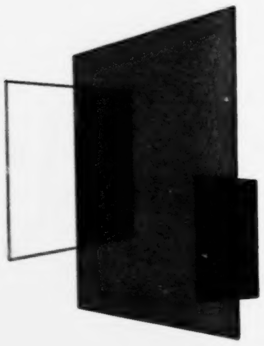

EXPANDING THE CHOICES

5th ANNUAL REPORT

of the Department of
Health, Education, and Welfare
to the Congress on Training Activities
Under the Manpower Development and Training Act

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OE-87020
John W. Gardner, Secretary

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON

March 31, 1967.

DEAR SIRS:

Transmitted herewith is the report to Congress on training activities authorized under Part B of Title II of the Manpower Development and Training Act of 1962, as amended.

The report reviews accomplishments in the year 1966 and recommends improvements to enable many more thousands to move upward from defeat and despair, through Manpower training, to ambition and advancement in a productive, dynamic society.

Sincerely,

John W Gardner

Secretary.

The President of the Senate.

The Speaker of the House.

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SUMMARY AND RECOMMENDATIONS

SUMMARY

The year 1966 was not only a year of expansion and improvement in the nationwide program of Manpower training, but it was also a year of significant redirection toward new goals.

By the end of the year, training opportunities had been approved under the Manpower Development and Training Act for about 837,900 persons since the beginning of the program in August 1962. Of this number, over 567,600 had been authorized for institutional training and 270,200 for training on-the-job. (See A-1.) Cumulative enrollments were estimated at 600,000 as of the end of 1966. Of that number, 337,000 had completed their scheduled training course and roughly four-fifths of these MDTA "graduates" were employed at the time of last contact with them. It is estimated that at the end of December 1966, there were 98,000 persons in training. Nevertheless, Manpower training had not yet reached hundreds of thousands of people still in need of assistance.

The early years of experience delineated certain problem areas which needed immediate attention if progress was to continue toward the goal of full employment opportunity for all citizens. The MDTA amendments of 1965, accordingly, were directed toward the Manpower dilemma of the midsixties—the existence of both manpower shortages in certain skills and high rates of unemployment among special population groups.

As the 1965 amendments to the Manpower Act were put into effect, a major administrative redirection of MDTA was also begun to meet emerging manpower shortages in certain skills and to train more disadvantaged workers and place them in jobs. Training goals for fiscal year 1967 (beginning July 1, 1966), issued by the Secretary of Labor in consultation with the Secretary of Health, Education, and Welfare, anticipated that 65 percent of the training effort was to be directed toward helping disadvantaged people unable to compete for jobs, of which 25 percent was to be focused on disadvantaged youth. The remaining 35 percent of the training effort was to provide training in skill-shortage occupations for both youth and adults.

In accordance with this change in emphasis on the population to be served, the distribution of MDTA resources was also shifted in the year under review. For fiscal year 1967, the President stated, "* * * we will train and retrain 250,000 persons under these MDTA programs." Half these people were to be given "institutional" training in school workshops, laboratories, and classrooms and half were to be given on-the-job training. Of the 125,000 on-the-job trainees, 72,500 were to be in projects termed "coupled" on-the-job training programs—that is, trainees were to receive both classroom instruction and on-the-job training. Goals for this period further required that an additional 15,000 persons be trained in communities which the Department of Commerce designated as areas for redevelopment.

Taken together, shifts of such magnitude required major administrative adjustments during the year on the part of State education agencies and others responsible for MDTA training. This report, submitted pursuant to section 233 of the Manpower Development and Training Act, as amended, is a record of progress in 1966 toward the objectives of the act by more intensive application of the Nation's education and training resources, public and private.

The section that follows, "Changing Directions," reviews the 1965 amendments to the Manpower Development and Training Act, which were the basis for much of the activity in the subsequent year. The new administrative goals for fiscal year 1966 are also described, as are the 1966 amendments which began to alter administrative and training patterns late in the calendar year. Briefly, these amendments authorized: provision of basic education and training in order to find jobs, even though persons are not being trained with a specific job objective in view; payment for physical examinations and minor medical treatment, under certain circumstances; advance payment of training allowances when necessary; and experimental programs for training inmates of correctional institutions and part-time training in occupations and localities with severe skill shortages.

Classroom instruction was offered in 1966 to approximately 150,000 trainees in comprehensive high schools, trade schools, area vocational schools, junior and community colleges, and in a few universities. The role of schools and colleges in the Manpower training program is discussed in the section entitled "The Training Programs." It also describes characteristics of trainees and reviews Manpower training programs for health and other shortage occupations, and the provision of basic education to trainees needing it, all of which are increasingly important aspects of the MDTA programs.

In 1966, over 6,000 persons taught in the Nation's manpower training programs. "Teachers, Curricula, Methods and Materials" includes a brief description of how teachers were trained, and the curricula and services provided to help them teach more effectively. In this section and the one that follows, "Innovation and Improved Training Methods," examples of outstanding pioneering programs in all parts of the Nation are cited to encourage their emulation.

These sections describe improvements effected in the course of what might be called "regular" Manpower training projects. Another segment of the nationwide effort is devoted entirely to experimentation with and validation of improved methods of Manpower training. Some outstanding projects are summarized in the section entitled "Experimental and Demonstration Projects." In "Continuing Evaluation," the report summarizes the record of the Manpower program with respect to training completions and placements and costs and benefits.

By the end of 1966, 279,000 persons had completed training in institutional Manpower training courses. Over three-fourths of those who completed training were employed and this proportion probably understates the achievement because many trainees leave before completing their training in order to work full time.

RECOMMENDATIONS

Continued need for manpower training programs.—As indicated in the final chapter, "To Every Man His Chance," the full task is not yet finished, although the original goals set by Congress for manpower programs were largely met. Shortages of skilled persons in the health, technical, and other occupations are expected to continue. At the same time, high rates of unemployment still exist among nonwhites, youth, older workers, and other groups. Even if the unemployment rate for fiscal year 1968 remains under 4 percent, this would represent about 2.8 million persons out of work. An estimated 40 percent, or 1,120,000, would be young people under the age of 25. About 25 percent, or 700,000, would be unemployed older workers over 45. For the high school dropout, for the illiterate adult, for the disadvantaged and the long-term unemployed—Manpower training represents another chance.

Programs established under the Manpower Development and Training Act responded to a recognized need for a National Manpower training effort. It was also recognized, at the same time, that as our school systems acquire more capability and resources for preparing individuals for entering employment as well as progressing in the world of work, this effort could diminish. Increasingly, this Nation is recognizing that its educational systems are among the major institutions for accomplishing these tasks. The Nation is thus coming to acknowledge as an essential goal of education its responsibility for a continuing program of education which provides students with the knowledge, attitudes, and skills that will make them employable and then permit their subsequent retraining as it becomes necessary. We have accepted the fact that the educational process is lifelong, and opportunities for training must be accessible to our citizens whenever and wherever the need may arise.

Manpower training has demonstrated new ways and means of training which can be applied to the programs in our public and private schools and colleges where occupational education is already undergoing change. To the extent that the Nation makes a growing commitment to improving systems of education for work, the need for large-scale programs such as those operated under MDTA will be reduced. This is the long-run ideal. In the more immediate future, however, support for MDTA training programs must continue and these programs must be strengthened. Accomplishing this will require:

- Earlier appropriations by Congress to permit State and local educators to plan, staff, and equip Manpower training programs to correlate more directly with National Manpower goals and employment patterns.
- Establishment of additional Manpower training centers (skill centers, multioccupational projects, and similar administrative arrangements), particularly in large urban areas. Such centers have already demonstrated that they can facilitate provision of economical and effective preoccupational services, as well as skill training, for a wide range of educational backgrounds and ability levels. They are especially effective in providing training for the disadvantaged.
- Expansion of related instructional programs for on-the-job trainees.
- Consideration of the possibility of establishing a guaranteed-loan program for potential Manpower trainees who may need this type of assistance.
- Expansion of current capability to produce and disseminate instructional materials and information on successful and innovative counseling and teaching methods, particularly those developed for disadvantaged groups.
- Continuation of efforts to improve and extend cooperation in the provision of instruction and services by various agencies. Of particular importance are "linked" program packages involving basic literacy and occupational training programs.
- Greater emphasis on work-experience related to occupational training, particularly for the disadvantaged.
- Greater cooperative involvement of the private sector in Manpower instructional programs.
- Inclusion of Manpower training programs in federally supported local and State long-range educational planning and evaluation efforts.
- Continued and expanded use of broadly representative advisory committees in the development of Manpower training programs.
- Increased efforts to provide preservice and inservice training for Manpower teachers and supervisors. These efforts should include teacher-training preparation for both classroom and on-the-job instructors, and national and regional as well as State workshops and conferences.
- Review of Manpower training efforts in industrialized democracies in Europe and other parts of the world to assess any relevance for improving this Nation's programs.

Chapter 1

CHANGING DIRECTIONS

> *"A dynamic economy demands new and changing skills. By enabling workers to acquire those skills, we open opportunities for individual development and self-fulfillment. And we make possible higher production without inflationary pressures."*
>
> President Lyndon B. Johnson.

CONTINUING COMMITMENT

Enactment of the Manpower Development and Training Act (MDTA) in 1962 marked a commitment by Congress to bring the Nation's manpower resources and requirements into better balance. Starting at a time of economic recession, the early programs were designed primarily to place recently unemployed workers in new jobs as quickly as possible. In the main, these first MDTA trainees had been idled because of a slackened demand for goods or as a result of technological changes. As the general unemployment rate decreased, however, the number of experienced workers seeking new jobs through retraining began to decline. With increasing frequency, the unemployed men and women who required training were less well prepared for employment, and many needed basic literacy and prevocational training before entering programs of occupational preparation.

NEED FOR CHANGE IN ORIGINAL LEGISLATION—1963

The lack of statutory authority to deal with problems of basic literacy training became evident soon after training programs began in 1962, and Congress moved quickly to remedy it. In 1963 amendments to the Manpower Development and Training Act were enacted to allow greater flexibility to meet the education and training needs of the unemployed. The Congress authorized the payment of training allowances for an additional 20 weeks when the addition of basic education required projects to extend beyond 52 weeks. Basic education included special instruction in reading, writing, language skills, and arithmetic, all in conjunction with or preparatory to occupational skill training.

The 1963 amendments also enabled persons receiving training allowances to engage in paid work up to 20 hours per week without loss or reduction of training allowances. It was hoped that this provision would expand opportunities for personal initiative and ease the financial strain on families whose chief wage earner was in training.

In recognition of the increasingly serious problem of youth who are out-of-school and out-of-work, the 1963 amendments also provided for expanded youth programs, with particular attention to disadvantaged out-of-school youth, 16 to 21 years of age. In urban and inner-city areas, these youth represented a particularly severe problem. Living in impoverished environments, usually with inadequate educational attainment and with little or no preparation for work, they were frequently handicapped by language or cultural difficulties or by lack of motivation, hostility, and other emotional problems which made them unacceptable to employers.

ADDING FLEXIBILITY—1965

By February 1965, after 30 months of experience with projects instituted under the Manpower Development and Training Act, significant progress had been made toward achieving the original goals. As of that date, 305,000 persons had been approved for training. More than 85,000 had successfully completed their training courses, and of these, 73 percent had been placed in jobs and were at least on the way to becoming an integral and productive part of the American labor force.

Nevertheless, it was also evident that the Act had not yet reached many long-term unemployed and underemployed people still in need of assistance. These first few years of experience sharply outlined special problem areas which demanded immediate attention if progress was to continue toward the goal of full employment opportunity for all citizens. The MDTA Amendments of 1965, accordingly, were directed toward a dilemma of the mid-1960's—the existence of both manpower shortages in certain skills and high rates of unemployment among special work groups. One amendment lengthened the maximum time of allowance payments from 72 to 104 weeks. This change recognized that additional training time and different training concepts and techniques are often required to develop the level of skills required for most shortage occupations and also to enable persons with serious educational disadvantages to profit from occupational training.

The Manpower Development and Training Act of 1965, further, recognized deterrents, other than need for skill, which kept people from employment. One amendment to the law provided for pilot efforts of bonding assistance for trainees with police records who might otherwise find it impossible to obtain employment. Another amendment encouraged expansion of the individual referral method of placement in training, whereby persons could be referred to training on less than a class-group basis.

The 1965 amendments authorized, too, training for professional employees who become unemployed because of the specialized nature of their previous employment and who are in need of brief refresher or reorientation educational courses—such as registered nurses, for instance. In addition, the act contained authority to conduct experimental, developmental, demonstration, and pilot projects to search for ways to improve techniques of reaching, counseling, training and placing such groups as the long-term unemployed, disadvantaged youth, displaced older workers, the handicapped, and others with special needs.

To consolidate administration of the Nation's Manpower training efforts, the 1965 amendments also transferred redevelopment area programs (formerly under the Area Redevelopment Act, P.L. 87–27) to the Manpower Development and Training Act. Another significant provision postponed the matching requirement stipulated in the original act. States' future contributions were held to 10 percent of the total expenditures, with the further advantage that matching could be in cash or in kind.

A YEAR OF MAJOR CHANGE—1966

In addition to carrying out the 1965 amendments, a major administrative redirection of MDTA training was effected in 1966 to meet the emerging skill shortages and to place more disadvantaged workers in jobs. Although education and training were still considered the keys to employment, it was evident that only a concerted effort by many agencies, public and private, would bring about large-scale change in the status of the disadvantaged. Efforts at pooling available resources, such as joint funding of projects by several agencies, were accelerated as a result.

Shift in Target Population

In response to the call for "bold new approaches" in the March 1966 Manpower Report of the President, a major portion of MDTA resources were directed toward serving those who are severely handicapped, educationally and socially. Training quotas for fiscal year 1967 issued by the Secretary of Labor, in consultation with the Secretary of Health, Education and Welfare, stipulated that, for the Nation as a whole, 40 percent of the training was to be directed to the occupational reclamation of severely disadvantaged, unemployed adults, 25 percent was to be devoted to job training for disadvantaged youth, and 35 percent of the training effort was to be explicitly deployed against emerging skill shortages in occupations appropriate for MDTA training. This redirection of the MDTA programs placed even greater emphasis on reaching those who had failed to complete high school and those who had been unemployed 15 weeks or more.

Shift in Application of MDTA Training Resources

In addition to the change in target population, a shift in the distribution of Manpower training resources took place. For fiscal year 1967, the President stated, "* * * we will train and retrain 250,000 persons under these MDTA programs." It was determined that half these people were to be given institutional training and the other half training on the job (OJT). Of the 125,000 OJT trainees, 72,500 were to be in projects termed "coupled" on-the-job training programs—that is, trainees who were to receive both classroom instruction and on-the-job training. Goals for this same period further directed that an additional 15,000 persons were to be trained in communities designated as areas for redevelopment by the Department of Commerce.

Taken together, program changes of such magnitude required major administrative adjustments on the part of the State education agencies responsible for MDTA training.

The National-State Manpower Development Planning System

To redirect available resources for the reduction of unemployment still further and to meet existing and prospective skill shortages, a National-State Manpower Development Planning System was instituted in April 1966, by the Manpower Administration, U.S. Department of Labor. Under this new system, the Manpower Administrator, in consultation with the Office of Education and the Office of Economic Opportunity, issues annual guidelines to assist State manpower administrators in planning their programs for the forthcoming fiscal year. Included in these guidelines are national targets for training, information on national manpower trends, problems, and outlooks, and selected data on federally supported manpower programs. These guidelines also incorporate suggestions made in consultation with the director of the Economic Development Administration of the

Department of Commerce. The purpose of the planning system is to provide guidance and put needed emphasis on certain occupations, types, of training and target groups of workers in order to meet both the needs of the trainees and the Nation's manpower requirements.

In most States, coordinating committees have been established to assess the information included in the Federal guidelines and to prepare the States' manpower training plans. Represented on these committees, typically, are the State vocational education agency, the State and Federal apprenticeship agencies, the Neighborhood Youth Corps, and the State employment security agency.

The 1966 Amendments

In response again to current conditions, the Manpower Development and Training Act was amended in November 1966. Although the impact of these amendments is not reflected in this report for calendar year 1966, they represent another significant adjustment to training problems identified in the operation of the act. They form the legislative base for administering training programs in 1967.

Aimed primarily at groups of persons not fully served under previous legislation, the 1966 amendments broaden eligibility requirements for training allowances. They include a provision for improving training opportunities for the older worker and permit referral of persons to preemployment training in communications, work habits, job finding, and other social skills and attitudes conducive to satisfactory occupational adjustment. The amendments also add authority for provision of minor medical treatment or prostheses not otherwise available to trainees, up to a cost of $100 per trainee.

The 1966 amendments, moreover, make it possible for employed persons to be trained in new skills so that others may move into the jobs vacated by their promotion. In conjunction with this, an experimental program of part-time training for employed persons is authorized for occupations and areas in which there are critical skill shortages. To help meet additional costs incurred in attending part-time training, the act now permits the payment of expenses of up to $10 per week to persons selected for this training program.

Another important provision of the 1966 amendments is broader authorization for experimental and developmental programs for training of inmates of correctional institutions.

THE CHALLENGE OF CHANGE

The redirection of Manpower training in 1966, with greater emphasis on on-the-job training and on providing more basic education, guidance and pre-vocational services to disadvantaged groups, presented a major challenge to the Nation's education and training systems. This fifth annual report to the Congress of the training activity of the Department of Health, Education, and Welfare examines progress toward meeting this challenge. It attempts to assess and describe, not only the quantitative changes which have taken place during the year and since the original act was passed, but also the innovations in training for shortage skills and the effectiveness and ingenuity with which resources were marshalled to train the unprepared.

Chapter 2

THE TRAINING PROGRAMS

"I look upon the Skills Centers and programs developing through the MDTA as the most visible evidence that we are moving into a new era in vocational education. Service to more people, both youth and adults, of all levels of ability, in a much wider range of programs, is our goal now and in the future."

Dr. Carl L. Byerly,
Assistant Superintendent,
Detroit Public Schools.

PROGRAM RESPONSIBILITY

Responsibility for administering Manpower training programs is shared jointly by the Secretary of Labor and the Secretary of Health, Education, and Welfare. The Secretary of Labor is responsible for identifying the need for training; for recruiting, selecting and referring persons to training; for determining eligibility for the payment of allowances and other trainee benefits; for placement upon termination of training; and for the payment of allowances and other program costs. The Secretary of Labor is also responsible for Manpower evaluation, information, and research; job development programs; experimental and demonstration projects; and on-the-job training.

The Secretary of Health, Education and Welfare arranges for provision of facilities, teachers, curricula and training materials needed for:

—"institutional" training programs in class rooms, laboratories, and shops, usually in the public schools, which can include basic literacy, communications, and other preemployment training as well as skill training;

—the "institutional" portion of on-the-job training and "institutional" training for redevelopment area residents;

—instructional aspects of experimental and demonstration projects and MDTA training in correctional institutions.

The Secretary is also responsible for reporting to Congress on "institutional" training under the act.

To carry out his responsibilities under the Manpower Development and Training Act, the Secretary of Health, Education, and Welfare has delegated to the U.S. Commissioner of Education authority to operate these programs. Responsibility for MDTA programs in the U.S. Office of Education has been assigned to the Associate Commissioner for Adult and Vocational Education, who has established a Division of Manpower Development and Training to work with the State agencies and with the Department of Labor in administering the Act.

VARIETY OF TRAINING ARRANGEMENTS AND SERVICES

MDTA training has been provided since 1962 mainly through the classroom instructional approach (usually by the public school system) and by business and industrial firms on-the-job. These basic approaches still account for the bulk of MDTA training activities, but they have been extended through a broad spectrum of training arrangements increasingly focused on the needs of persons to make them employable.

During the brief history of Manpower training, programs have been constantly broadened through the legislative and administrative processes to include arrangements and services required to train groups of people differing significantly from the types of trainees provided for in the original legislation. When MDTA programs were first put into operation, they reached primarily persons with a relatively high level of work experience and education. Only 3 percent of those enrolled in 1963 had less than an eighth grade education. Most trainees were able to cope with the instructional material, and occupational training could be started almost immediately. By 1966, the proportion of trainees with less than an eighth grade education had more than doubled. Moreover, approximately 42 percent of all persons referred for training had multiple disadvantages or handicaps of one kind or another. Many of these were unprepared to enter immediately into occupational instruction when they were enrolled. To aid these people, MDTA administrators devised programs of personal service, basic literacy instruction, counseling and prevocational orientation.

The sections of this chapter that follow describe the fundamental stability as well as the changing character of Manpower training programs. Included is a brief description of the people served—their characteristics, their educational attainment, and their special needs. The remaining sections outline the diversity of training arrangements devised under the broadened legislation to meet these needs.

ROLE OF EDUCATIONAL INSTITUTIONS

Since Manpower training began in August 1962, the Nation's public schools have provided the major portion of the training. In the main, these educational institutions have been active in Manpower training under agreements between the Department of Health, Education, and Welfare and the States, although a number of Federal contracts also have been negotiated directly with school systems, private training institutions, colleges and universities. Training projects were operated in all 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam.

Classroom instruction has been offered in comprehensive high schools, trade schools, area vocational schools, junior and community colleges, in separate skill centers established by local school districts, and on a few university campuses. These projects authorized classroom training for some 567,600 trainees. In addition 58,600 of the 270,200 persons approved for on-the-job training during this period received classroom instruction as part of coupled training projects. Thus institutional training accounted for almost three-fourths of all persons enrolled for Manpower training since 1962.

An estimated 163,000 persons were enrolled in institutional training projects started in 1966. The analyses which follow are based on records of 103,000 institutional trainees for 1966. Relationships derived from the data on this group are not expected to differ greatly from those derived from data on all trainees. (See appendix tables.)

The People Served

Manpower training programs serve men, women, youth and adults with a wide range of educational and skill backgrounds and employment histories. The majority of MDTA trainees have been men, yet participation of women has been increasing in institutional training programs conducted in the Nation's classrooms, shops, and laboratories. This trend is consistent with the growing proportion of women in the labor force.

Table 1.—Percentage of Men and Women in the Civilian Labor Force, the Unemployed and Institutional Training

	Labor force		Unemployed		MDTA	
	Men	Women	Men	Women	Men	Women
1966	63.9	36.1	54.5	45.5	56.7	43.3
1965	64.8	35.2	57.3	42.7	59.0	41.0
1964	65.2	34.8	58.6	41.4	60.2	39.8
1963	65.6	34.4	60.9	39.1	60.3	39.7

Some shift in the age composition of MDTA trainees occurred during calendar year 1966. Although over half those enrolled continued to come from the 22–44 year age-groups, the proportion of older trainees (45 years or older) enrolled in institutional training programs increased from 10 to 11 percent. (See chart I.) The proportion of youth, on the other hand, declined due to expanding job opportunities, the demands of the draft and availability of other programs serving youth. During 1966, 15 percent of the persons enrolled for MDTA training were under 19 years of age, compared with 19 percent in 1965, when the age limitation was lowered to permit younger people to receive MDTA training allowances. Despite today's favorable job market, however, unemployment remains a critical problem for many youth.

The proportion of nonwhite trainees continued to rise in 1966, reaching 40 percent. In comparison, 27 percent of the trainees were nonwhite in 1963. Over one-third of all persons approved for training since the beginning of the MDTA programs have been nonwhite; about 94 percent of these were Negro.

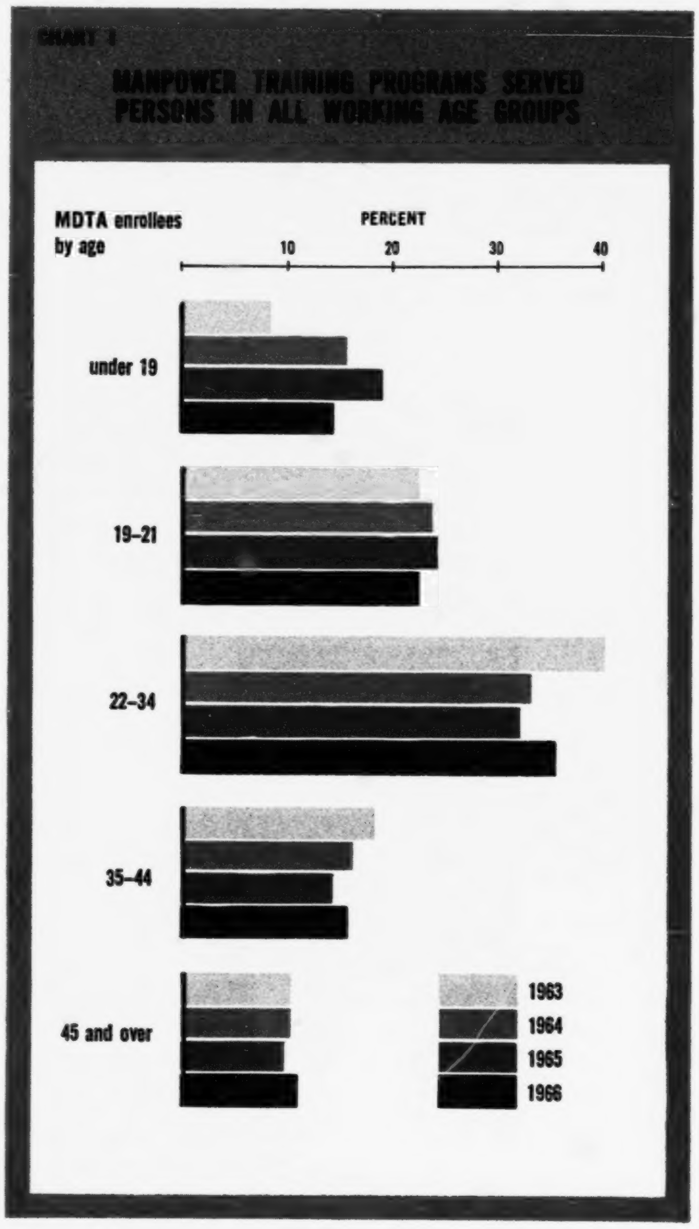
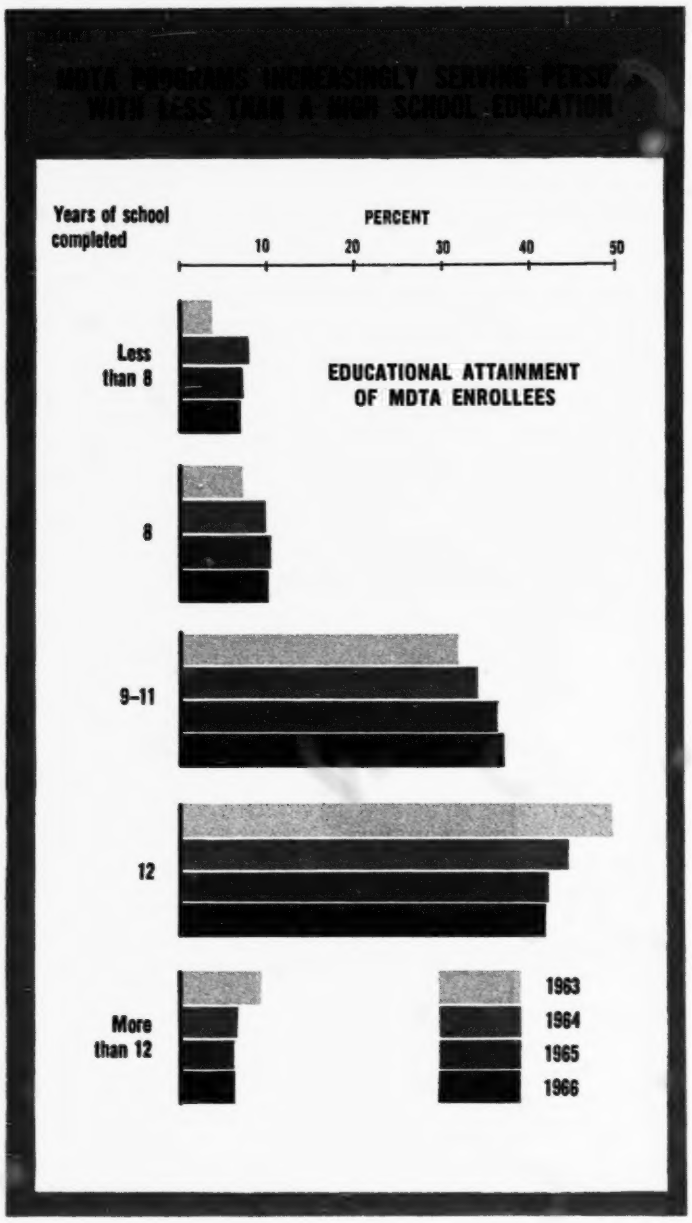


CHART I

MANPOWER TRAINING PROGRAMS SERVED PERSONS IN ALL WORKING AGE GROUPS

Manpower training programs are increasingly serving persons with educational deficiencies. (See chart II.) Over half (53 percent) of the trainees enrolled in institutional training courses during 1966 had failed to complete high school, 10 percent had finished the eighth grade but had gone no further, and 7 percent had dropped out before even that level had been achieved. In 1966, as in the past, female trainees reached higher grades than male trainees before leaving school. Fifty-seven percent of the women had completed high school and 7 percent had gone beyond the 12th grade, while only 40 percent of the men had stayed in school long enough to complete high school and still fewer, 5 percent, had completed any year beyond the 12th.


MDTA PROGRAMS INCREASINGLY SERVING PERSO
WITH LESS THAN A HIGH SCHOOL EDUCATION

Training continued to be concentrated in those States with large populations and with established industrial concentrations. California, with almost 38,000 trainees on record, had the most Manpower trainees. It accounted for over 9 percent of all trainees enrolled to date and almost 13 percent of those enrolled during 1966. Five other States have tabulated records on over 20,000 trainees each, New York (34,000), Illinois (31,000), Michigan (21,000), Ohio (20,300), and Pennsylvania (25,000).

In the past year, 6 more States have passed the 10,000 enrolled-trainee mark. Florida, Kentucky, Massachusetts, Missouri, Texas, and Washington now comprise the group of States with between 10,000 and 20,000 trainees each. Chart III shows the concentration of trainees geographically and appendix table A–3 shows enrollments for each State by year.

Family and welfare status.—A major aim of the Manpower Development and Training Act has been service to unemployed heads of families or households. The proportion of persons enrolled in training who were heads of households increased to 54 percent for 1966 from a low of 51.3 percent for 1965. In 1963, the first full year of the program, 56 percent of the trainees were heads of households but in 1964, with more youth enrolled in the program, the percentage of enrollees who were heads of households had dropped to 53 percent, and it declined still further in 1965. Heads of households are largely male, but the proportion who were women has constantly increased (from 25 percent in 1962 and 1963 to 34 percent in 1965 and 37 percent in 1966), keeping pace with the growing number of women trainees and reaching more women in the disadvantaged population who carry burdens of family responsibility. Chart IV shows the increase in family heads among the trainees enrolled during 1965.

A reflection of the growing emphasis on reaching more disadvantaged persons, more family heads in 1966 were on public assistance when they enrolled for training, and the proportion has been increasing steadily each year. In 1963, 9 percent of the trainees were public assistance recipients, in 1964, 10 percent; in 1965, 11 percent; and in 1966, 12 percent of the institutional training course enrollees were receiving such aid. In each year, slightly more of the female than male trainees were dependent on public assistance when they entered training; 16 percent of the women enrolled in 1966 were receiving public assistance.

Employment experience.—Most individuals who were enrolled for training in institutional projects were unemployed when selected. For the 4½ years of the act's operation, 86 percent of those who have enrolled were unemployed. Of those enrolled during 1966, 81 percent were unemployed. A large proportion of these trainees had been unemployed for a considerable period of time. In 1966, 41 percent had been without work for 15 weeks or longer, including 28 percent of the trainees who were among the "hard-core unemployed" (27 weeks or longer). These groups, however, represented only 18 percent of all the Nation's long-term unemployed (15 weeks or longer), and just over 8 percent of the "hard-core unemployed" (27 weeks or longer). (Chart V.)

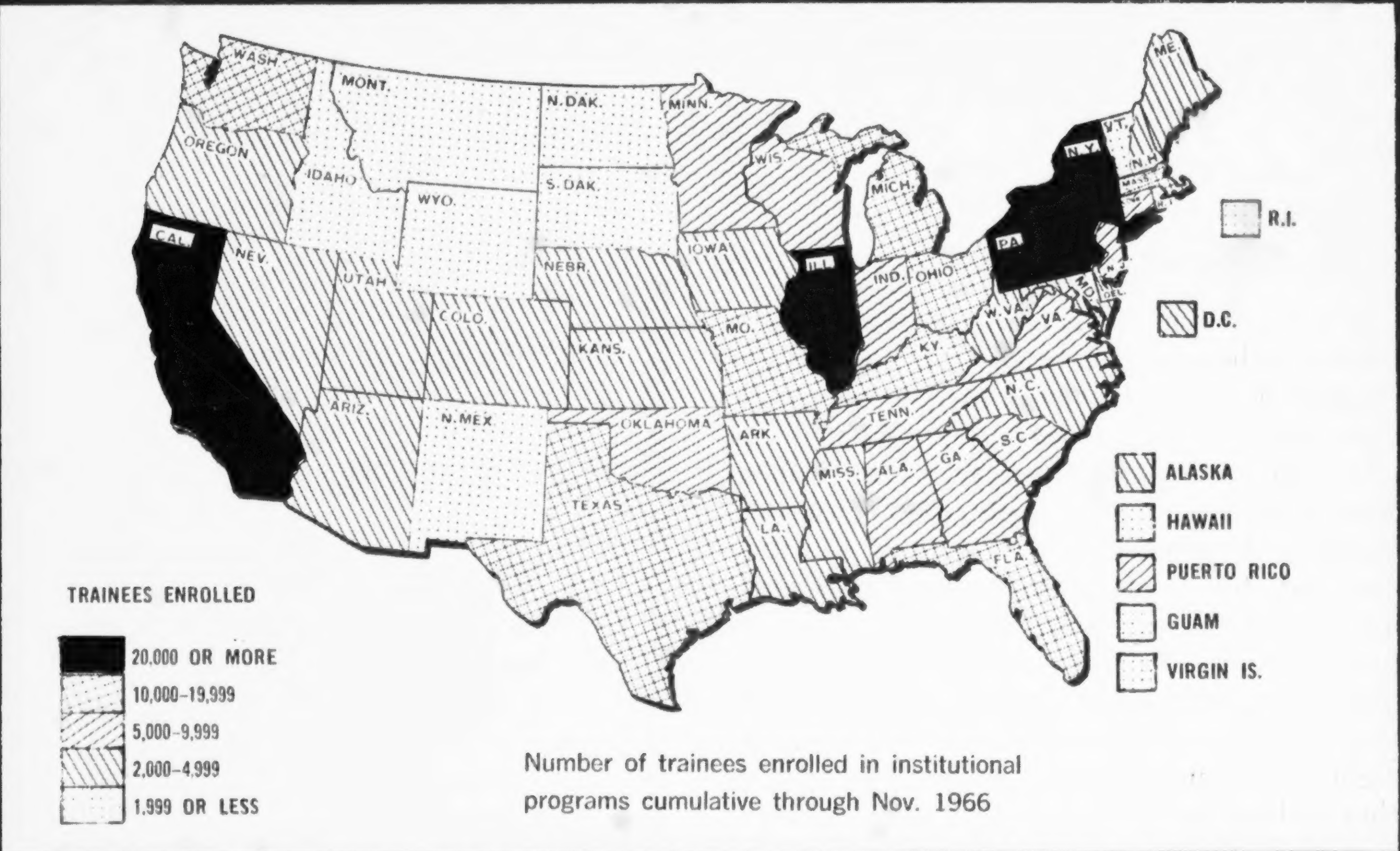
Despite their unemployment status at the time of enrollment, 61.5 percent of those enrolled in 1966 had had 3 or more years of active work experience before becoming an MDTA trainee. Within this group, 37.4 percent had worked between 3 and 9 years and 24.1 percent had worked 10 years or longer.

Training allowances.—The number of enrollees eligible to receive allowances has increased each year because of the gradual broadening of qualifications for eligibility and because MDTA is reaching more of the disadvantaged. To date, 71 percent of all trainees have been eligible to receive either regular, youth or augmented allowances, but the percentage of trainees eligible for allowances has increased from 60 percent in 1963 to 82 percent in 1966. (See table 2.) Each year, more male than female trainees have qualified.

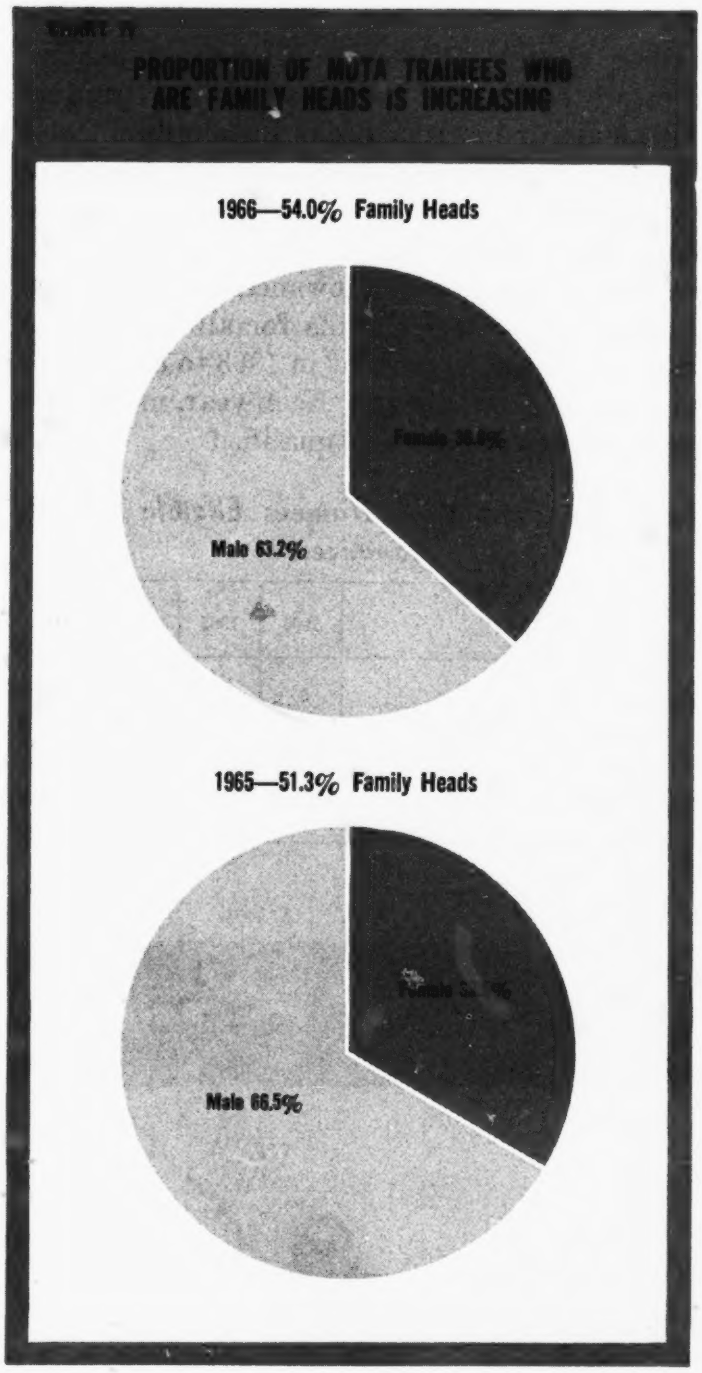
Table 2.—Percent of Trainees Eligible for Allowances

	1966	1965	1964	1963
Eligible for allowance	82.3	73.2	63.7	59.6
Regular	31.4	23.7	43.6	51.9
Youth	13.3	16.2	13.3	6.9
Augmented	37.4	33.3	6.8	.8
Not eligible	17.9	26.8	36.3	40.4

MDTA ENROLLMENTS LARGEST IN POPULOUS STATES WITH LARGE INDUSTRIAL AREAS



Number of trainees enrolled in institutional programs cumulative through Nov. 1966

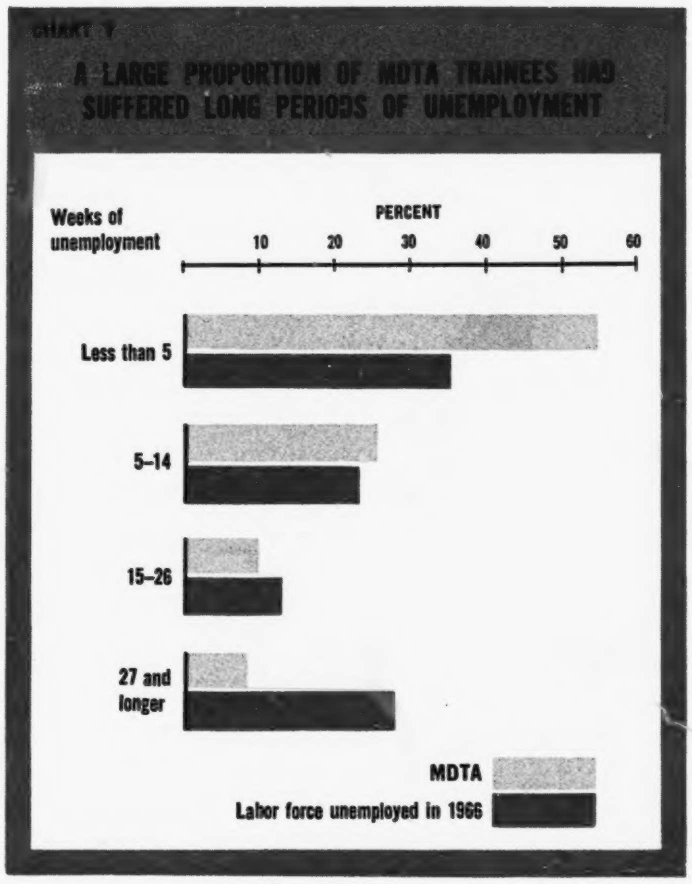


The amount of the allowance differs among the States because it is based on the State's average weekly unemployment compensation payment (adjusted for dependents). At the time of enrollment in 1966, 12 percent of the trainees were still receiving unemployment insurance benefits. Presumably, others had at one time qualified for unemployment insurance payments but had exhausted their benefit rights prior to enrolling for training. Still others had not qualified for benefits, either because they were new workers who had not yet earned rights to unemployment insurance or because they had lost jobs not covered by unemployment insurance systems.

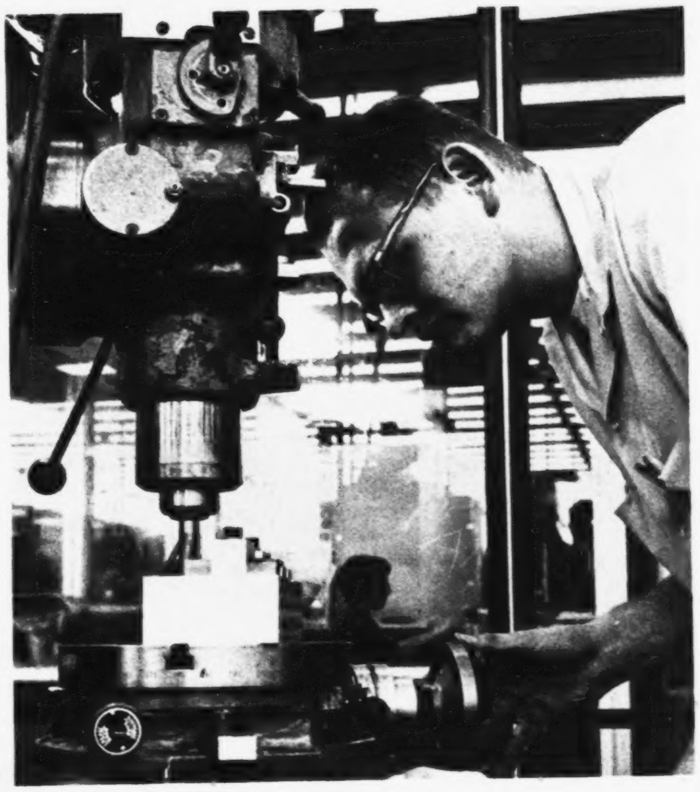
Occupational Offerings

Since 1962, institutional projects have been approved for nearly 600 different occupational titles. The largest proportion of those enrolled in training (almost 30 percent) have had as a goal the acquisition of a skill which would lead to employment in one of the skilled occupations. The greatest number of these were training to become welders, automobile mechanics, automobile body repairmen, and electronic mechanics. The next largest number (over 23 percent) were being trained to enable them to secure clerical or sales positions. Most of these trainees were to become stenographers, clerk-typists, and general office clerks. Fourteen percent of the trainees were preparing for service positions, the largest group to become nurse aides or orderlies. Ten percent of the trainees were in technical, subprofessional, or skilled training courses, such as those for licensed practical nurse, draftsman, computer programer training, and professional nurse refresher courses.

Between 1965 and 1966, considerable change in the occupational distribution of trainees enrolled in institutional projects occurred in response to greater emphasis on training disad-



vantaged persons. The numbers of trainees in skilled and in clerical and sales occupations decreased, while increases in enrollments took place in service and semiskilled occupations and in the "other" group where individuals in basic education and pre-occupational training are classified. (See appendix tables C-1, C-2, and C-3.)



"Training for Critical Skill Shortage Jobs: The MDTA Machine Operator Trainee."

Meeting Skill Shortages

In addition to emphasis on programs for the disadvantaged, another major goal established for institutional training under MDTA is preparation of individuals for skill shortage occupations. Approximately 35 percent of all MDTA training during fiscal year 1967—about 82,000 trainees out of the estimated 235,000 to be trained—is to be aimed at training for skill shortage occupations. Where possible also, the other 65 percent of the training directed to the disadvantaged is to help them prepare for shortage occupations.

Much has already been accomplished in contributing to the alleviation of skill shortages. This has been particularly notable in the health fields, where MDTA institutional training has been provided for licensed practical nurses, nurses' aides, hospital orderlies, and for cleaning and laundering and food handling jobs. Still more emphasis on health occupations is planned. For fiscal year 1967, for example, refresher training is authorized for 10,000 professional nurses, compared with 1,000 in fiscal year 1966. (See below.)

Manpower training programs have also contributed to alleviation of other shortages, including those of automobile and other mechanics, general machine operators, welders, secretaries and stenographers, and draftsmen. Such training is being offered in coupled on-the-job training as well as in institutional training situations. (See sections on Coupled On-The-Job Training and National Manpower Training Programs for examples of successful programs.)

Training in Health Occupations

MDTA programs are making a significant contribution to the Nation's needs for health manpower. By the end of June 1966, approximately 61,000 persons had been approved for institutional training in health occupations. Of these, just under 41,000 were enrolled at the end of the fiscal year. Ninety percent of these enrollees were women, and about 60 percent were white. The typical enrollee was not a head of household, had over 12 years or more of education, and was between 21 and 45 years of age. Over half the enrollees were preparing for service-type health occupations, notably hospital attendants and, another 40 percent were seeking semiprofessional positions—nearly all of these in licensed practical nursing.

A high proportion of the female trainees were reentering the labor force after a prolonged absence, and over one-eighth of both male and female enrollees were described as underemployed at the time of enrollment and training. Much higher completion and placement rates were recorded for health occupations than for MDTA programs as a whole.

Despite these accomplishments, in February 1966, an interdepartmental conference of the Departments of Labor and Health, Education, and Welfare reported a critical need to accelerate this type of training. This conference dealt specifically with recruitment, training, and employment of auxiliary health personnel in exploring the variety of problems that confront communities that are promoting effective training programs. To help pinpoint the nature of manpower needs in the health fields, the Public Health Service has awarded a contract under which the American Hospital Association will ascertain the number of persons employed in hospitals, how they are being utilized, the number of existing vacancies, and estimates of future personnel needs.

The association's preliminary report estimated that the total number of professional, technical and auxiliary personnel employed in hospitals is about 1.4 million. Approximately 275,000 additional personnel would be needed to provide optimum care, an increase of about 20 percent over present levels. The association estimated that over 80,000 more professional nurses and more than 40,000 practical nurses are needed. In addition, approximately 50,000 hospital aides and 30,000 other persons can be employed immediately in psychiatric institutions. The shortage of medical technologists is approximately 9,000, of social workers 7,000, and of physical therapists about 4,000. The report indicated that the most urgent needs are for nurses, practical nurses, and nurse aides. Also on the urgently needed list were laboratory assistants, radiologic technologists, dietitians, and occupational therapists. Since the association's estimates were based on data from hospitals alone, and more than three-fifths of the Nation's physicians were in private practice in 1966, the total demand may have been greatly understated.

"MDTA Contributes to the Nation's Pool of Skilled Health Manpower."

President Johnson addressed these growing problems in a special health manpower message to the Congress on September 29, 1966. The President asked the Secretary of Labor, the Secretary of Health, Education, and Welfare, the Administrator of the Veterans Administration, and the Director of the Office of Economic Opportunity to examine all Federal training programs to determine how they can be better focused on shortages in the health field, especially programs designed to bring back to the health occupations trained workers who are not presently employed. The President also established a Committee on Health Manpower and a National Advisory Commission on Health Manpower to give continuing attention to these needs.

In response to the President's request, a review was made by the Departments of Labor and of Health, Education, and Welfare of the training for health occupations listed in State plans approved under MDTA for fiscal year 1967. Under these State plans, training in the health occupations classified as skill-shortage occupations was projected for approximately 35,000 persons in contrast to 25,000 trainees who were approved in these occupations in fiscal year 1966. However, the Department of Labor determined that, in addition to the number of trainees approved under the State plans, 17,000 more individuals should be trained, to reach a total of 52,000 persons under both institutional and on-the-job training projects in the health fields.

In addition to standard institutional and on-the-job training, attention will be given to the further development of refresher courses for professional nurses under the Manpower

Development and Training Act. The Departments of Labor and of Health, Education, and Welfare asked the American Nurses Association to cooperate in the establishment of many more refresher courses for nurses not now practicing. The association emphasized that there are 300,000 nurses who are still licensed but not working today, and estimated that up to 10 percent of them would return to work if refresher training could be provided. If the goal of 30,000 for fiscal year 1967 is achieved, it will be the equivalent of adding an entire year's supply of nurses graduating from the Nation's nursing schools.

Manpower training administrators are also attempting to fill health needs through coupled on-the-job training that is national in scope. One such OJT agreement will train 900 persons, 750 unemployed and 150 needing skill improvement, in health care occupations through the Association of Rehabilitation Centers, Evanston, Ill. This training will take place in 21 States. Wherever possible, enrollees in the Neighborhood Youth Corps will be recruited who have had work experience in occupations related to rehabilitation of the handicapped. Training will be from 8 to 20 weeks in the occupations of therapy aide, occupational therapy aide, child care aide, recreation aide, motivation care aide, psychiatric aide, rehabilitation nurse aide, speech therapy aide, and psychological and service aide.

Basic Education

Since 1963, when the first amendments to the Manpower Development and Training Act were enacted, basic education has become an increasingly important part of Manpower training programs. To carry out this added responsibility effectively, cooperation in administration of Manpower training and other programs offering basic education became imperative. Such cooperation and coordinated activity between adult basic education and MDTA programs were strengthened in 1966 with the transfer to the Office of Education of responsibility for adult basic education previously provided under the Economic Opportunity Act. Administration of both MDTA and adult basic education programs

"Basic Education Training is Frequently the First Step in Acquiring an Occupational Skill."

is now centered in the Bureau of Adult and Vocational Education of the U.S. Office of Education. The directors of these programs at the Federal level and their counterparts in State and local education agencies have taken steps to effect close cooperation on a continuous basis.

With growing emphasis on manpower training for the disadvantaged, more and more persons otherwise qualifying for occupational training under the Manpower Development and Training Act were found to lack sufficient basic education—sometimes described as "functional" education—to allow them to absorb or to profit from occupational training. In some cases, individuals had the skills necessary for an available job but did not have sufficient education to read simple instructions, write messages, or do elementary figuring. Others lacked the necessary attitudes and work habits to secure and retain a job—the ability to report on time and to work a full day, to get along with other persons, or to be acceptably groomed—in addition to actual work skill.

Over 22 percent of the trainees enrolled in institutional training during fiscal years 1965 and 1966 are recorded as having been enrolled in basic education. However, the number of persons who have taken or are taking basic education is known to be much larger. For example, some persons enrolled in projects which include basic literacy as part of skill training are not included in the count of those taking basic education.

As of the end of July 1966, complete records on almost 49,000 persons enrolled in basic education within the institutional training program had become available. Almost all these persons had been enrolled during the 2 fiscal years since the act was amended to lengthen the period during which training allowances could be paid for basic education as well as for occupational training.

Of the almost 49,000 persons reported as enrolled in basic education, 60 percent are men and 40 percent women, which matches the male/female ratio in the institutional program as a whole. Most of these persons had dropped out of school early—15 percent had had no schooling or dropped out before reaching the 8th grade—another 16 percent had completed grade school but gone no further, and 44 percent had entered but not completed high school. In addition, 61 percent were young (under 22 years old) and over half were nonwhite.

About the same proportion of those enrolled in basic education as those enrolled in the program as a whole were unemployed when they entered training. Because of the preponderence of youth, those enrolled in basic education were much less firmly attached to the labor force; 59 percent had had less than 3 years of gainful employment.

COUPLED ON-THE-JOB TRAINING

In addition to arranging for institutional training, the Secretary of Health, Education, and Welfare is responsible for arranging for supplementary or related instruction for on-the-job training. Such training, usually referred to as "coupled training" or "coupled on-the-job training," is still a relatively small though rapidly growing part of MDT programs. It combines skill, basic literacy, pre-vocational and other institutional instruction offered in classrooms, shops, and laboratories, with on-the-job training given at a work station in a production situation.

On-the-job training differs from institutional training in that it involves an employer-employee relationship. Employers who hire trainees are reimbursed for costs incurred in providing instruction. The individual trainee learns at the job site while making products or giving services of some commercial value. Hence, he is paid wages for his work, whereas in institutional training, subsistence allowances are provided since the trainee usually has no other source of income.

In many on-the-job training situations, as one ascends in skill level, there tends to be more need for instruction in theory, or for mastery of basic knowledge through formal classroom instruction. A machine tool operator, or an apprentice in tool and die making, for instance, must be capable of reading blueprints which have a technical notation that must be studied and learned. He must have a knowledge of shop mathematics, including right-angle trigonometry. Many other occupations require certain basic knowledge to be acquired or some techniques to be practiced before any employer can afford to admit the trainee to the production line. The coupled project grew out of this fact of industrial life. In its first phase, the institutional or classroom phase, the trainee gets his theoretical grounding and practice. During this time, he is paid Manpower training allowances. Then he goes into the on-the-job phase. Now he is an employee, earning wages, not allowances.

It is widely believed that most trainees would profit from institutional instruction to prepare them for on-the-job training. Employers quite often are reluctant to accept a person who has not had some pre-job preparation in handling expensive tools and machinery. Given the increasing emphasis of Manpower training upon disadvantaged persons, it is particularly important that they receive adequate preparation for their on-the-job training.

Some skills that have had a traditional institutional training focus may be taught more efficiently if coupled with on-the-job training. Moreover, expenditures for allowances can be discontinued as soon as wages can be earned, and the trainee usually can earn more than his allowance. More important, employers can provide training according to special methods or techniques and under production conditions that a school may not easily simulate. Finally, there is the matter of special equipment. Shop mathematics and blueprint reading may be mastered in school and a skill on ordinary machinery may be acquired there. But, in some industries, huge boring mills and outsized, extremely expensive metal working machines are used which a vocational school probably could not, or perhaps should not, invest in. Not the least of the advantages in coupled on-the-job training is the high degree of trainee placement. The individual is, in fact, "hired" when he starts the on-the-job training phase.

"Pre-Apprenticeship Bricklayers Test Level of Practice Structure in West Virginia Coupled On-the-Job Training Program."

Trends and Perspective

The Manpower Development and Training Act of 1962 authorized both on-the-job and institutional training, but OJT has had a slower development. In fiscal year 1963, there were 2,300 trainees approved for on-the-job projects, at a Federal cost of $1.07 million, compared to 57,100 trainees in institutional projects involving $65.6 million in Federal funds. None of the OJT trainees were in coupled projects.

The OJT program advanced rapidly in the subsequent years. In the 1965 fiscal year, 47,000 trainees were approved for enrollment in on-the-job projects at an authorized Federal cost of $29 million. In addition, 17,600 trainees were in coupled on-the-job projects at a Federal cost of $8 million. In comparison, in fiscal year 1965, approved enrollment in institutional training was 167,100 at a Federal cost of $249.3 million.

On-the-job training, including coupled projects, was again greatly increased in the following year. In the 1966 fiscal year, approvals for on-the-job trainees totaled 94,100 at a Federal cost of $35.8 million, while an additional 18,800 trainees were in coupled on-the-job training projects for which $18.6 million in Federal funds was authorized. Nevertheless on-the-job training programs are still smaller in total than the institutional training programs under which training for 159,700 persons was approved in fiscal year 1966 at a Federal cost of $286.5 million.

Trainee Characteristics

The proportion of all Manpower trainees enrolled for OJT training has increased each year. In 1964, 1 out of 10 MDTA enrollees was enrolled in an OJT project, and by 1966 the proportion had increased to 1 out of 5. (Separate data on characteristics of trainees in coupled OJT projects are not yet available, but limited information suggests that they did not differ significantly from other OJT trainees.)

The OJT trainees, in general, enter training with a different combination of characteristics than institutional trainees. On-the-job trainees, in the main, are male, white, of prime working age, either underemployed or unemployed only a few weeks, and high school graduates—a reflection of the more advanced skill and educational qualifications normally sought by employers participating in on-the-job training projects.

More of the OJT trainees are men, 77 percent in 1966 and 74 percent since the beginning of the program, compared with the 60:40 ratio of men to women that has characterized institutional training.

A smaller proportion of the OJT trainees are nonwhite, 18 percent, compared to 33 percent of the institutional trainees. Still fewer had been recipients of either unemployment insurance or public assistance; 9 percent had been unemployment insurance claimants, and only 2 percent were on assistance rolls, compared to 18 percent and 10 percent, respectively, of the institutional trainees.

More of the OJT trainees are in the 22–34 year age group, 42 percent of the OJT trainees compared to 35 percent of the institutional trainees. Prior to enrollment, only 62 percent of the OJT trainees were unemployed, versus 87 percent of those enrolled in institutional projects; but 36 percent of the OJT trainees and 9 percent of the institutional trainees were classed as underemployed.

The OJT trainees had not been out of work as long as the institutional trainees who were unemployed at the time of entering training. Forty-six percent of the OJT trainees had been unemployed 5 weeks or less, 32 percent of the OJT trainees had been unemployed 15 weeks or longer, and of these, 21 percent had been unemployed 27 weeks or longer. Forty-four percent of the institutional trainees were long-term unemployed (15 weeks or longer), and of these, 31 percent had been unemployed 27 weeks or longer.

The OJT trainees tend to be better educated than the institutional trainees. Sixty percent of those in OJT projects had been graduated from high school, and 10 percent had gone beyond the 12th grade. Almost half of the institutional trainees had finished the 12th grade, but only 6 percent had continued their education.

Extending Coupled OJT Programs

Guidelines developed jointly by the Department of Health, Education, and Welfare, the Department of Labor, and local and State representatives of education, apprenticeship training, and the public employment service specify the type of training to be given in view of these factors. This training is designed to serve the best interest of the trainee, the needs of prospective employers, and is designed to be most appropriate, adequate, and effective in terms of quality, timeliness, and economy.

With the development in 1966 of the Federal-State planning system, certain specific program goals already noted were established. These included the reaching of more disadvantaged persons by specifying target goals of 65 percent of all MDT trainees as disadvantaged persons. The criteria for characterizing trainees as disadvantaged, developed by the Department of Labor, include, among others, minority group membership, less than a high school education, and long-term or chronic unemployment. Frequently these are people with little, if any, skills or preparation for the world of work.

Another program goal for fiscal year 1967 was to increase the amount of on-the-job training (particularly for disadvantaged persons) and to move toward coupling approximately half these projects with an institutional training component. To reach these goals, guidelines for developing coupled training programs were issued jointly by the Departments of Labor and Health, Education, and Welfare in September 1966. These guidelines were designed to simplify contracting arrangements and program administration and intended to assist local education, apprenticeship, and employment service officials.

Illustrative Projects

A coupled project in Denver, Colo., has provided preapprentice skill training, supplemental instruction for apprentices during on-the-job training, and upgrading training for journeymen. Fifty trainees received 25 weeks (1,000 hours) of preapprenticeship institutional training as radio, television, and electronic equipment repairmen at the Emily Griffith Opportunity School. Upon completion of the institutional phase of their training, these apprentices joined participating business establishments for 26 weeks of OJT.

The Television and Electronics Service Association of Denver, Inc., served as prime contractor for the OJT apprentice training, employing a project coordinator for the administrative details. Trainees received 4 hours per week, or a total of 104 hours, of supplemental instruction at the Denver Opportunity School during the evening. At the completion of this phase, the trainees continued training as regular apprentices.

To maximize use of the equipment purchased for the preapprenticeship and supplemental instruction, it was also utilized for upgrading training for journeymen. A total of 135 were enrolled in a program designed to keep journeymen in radio-television service abreast of current technical advances in their field. Color television and solid state circuitry were emphasized. The journeymen received 4 hours of training per week during the evening for 26 weeks, or a total of 104 hours of instruction.

In a few cases, employers manage both the institutional and the OJT components. This arrangement is usually feasible only with large firms that already have a strong inhouse training capability, where large numbers of new workers are needed and where expensive, highly complex and new equipment is used that may not be available in a local vocational school.

In two programs of this kind, the Texas State Vocational Education Agency certified the training programs of an electronic instrument firm and an aerospace equipment manufacturer, while the contract for institutional training by these companies was made directly with the Department of Health, Education, and Welfare. Other arrangements for coupled on-the-job training have been made through direct contractual arrangements between the Departments of Labor and Health, Education, and Welfare and the employer, union, educational institution or other training agency. These are described more fully in the section on National Manpower Training Programs, below.

NATIONAL MANPOWER TRAINING PROGRAMS

The Secretary of Health, Education, and Welfare, to carry out his responsibilities for providing occupational training, is authorized to utilize an array of training resources in addition to the Nation's public school systems, junior and community colleges, technical institutes, and other public and private educational institutions. Thus the Office of Education may contract directly with employers, unions, associations, and other appropriate agencies for innovative approaches to skill training, job orientation, and basic education. Training may be provided on an industrywide basis and can involve many States.

Such programs, called National Manpower Training Programs, are carried out by the U.S. Office of Education's Division of Manpower Development and Training in cooperation with agencies of the Department of Labor including the Bureau of Apprenticeship and Training, the Bureau of Employment Security, and the Office of Manpower Policy, Evaluation, and Research.

"National Contracts Utilize to the Full the Nation's Resources for Occupational Training: Trainees in Heavy Equipment Operation and Maintenance."

Some programs also involve the Office of Economic Opportunity.

These programs serve:

- **To provide instruction in different kinds of training environment and to utilize to the full the Nation's resources for occupational training;**
- **To simplify procedures and contracting arrangements in meeting industry's employment needs throughout a relatively large geographical area;**
- **To supplement the training provided under the States' Manpower Development Plans to meet priority needs, such as those for health occupations training, or to serve a particularly disadvantaged group, or to overcome a critical skill shortage.**

Direct contracting with other appropriate organizations may be used, under various provisions of the act, to provide the following types of training:

- **brief refresher and reorientation courses for unemployed professionals;**
- **experimental, developmental, demonstration, and pilot projects which require institutional training;**
- **special youth programs;**
- **special programs for older workers;**
- **basic education, communications, and employment skill programs;**

- part-time training to meet skill shortages;
- on-the-job training programs requiring supplementary classroom instruction, or coupled OJT;
- experimental and demonstration programs of training and education for persons in correctional institutions;
- work experience and training programs.

During 1966, national contracting grew from a few contracts to more than 50 programs. The Department of Health, Education, and Welfare is responsible for the development and supervision of related instruction included in the training plans under these contracts. In most instances, national training projects are coupled on-the-job training, that is, supplemental or related instruction combined with on-the-job training. Some programs are completely institutional.

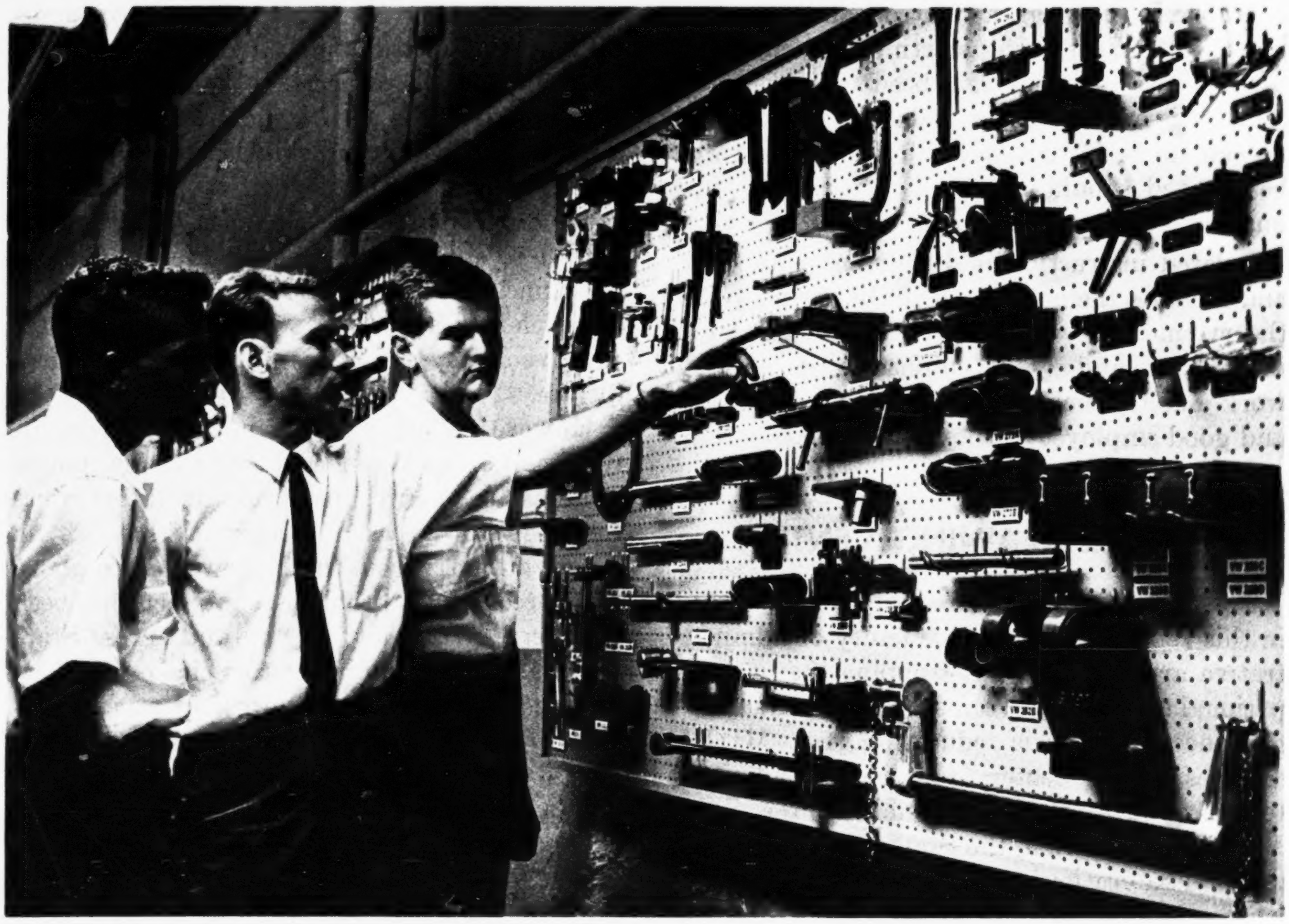
In 1966, national programs, including the institutional phases of many experimental and demonstration projects, were developed to meet the training needs of more than 18,000 persons in 50 States and the District of Columbia. (Not all these people completed their training in 1966, as many national contracts are operative for more than 1 year.) More than $16 million was allotted to provide the necessary related instruction. Types of instruction include related basic education for disadvantaged trainees preapprenticeship training for carpenters, bricklayers, and automobile mechanics; training in entry-level skills for machine repairmen, dental laboratory technicians, heavy-duty mechanics, oil burner heating technicians, custodians, computer programers and computer service technicians.

The procedures for development of such programs are generally as follows: The employer, union or other agency submits a form indicating interest in providing on-the-job training in certain occupations. The submittal is discussed by the contractors with representatives of the Department of Health, Education, and Welfare and the Department of Labor. The proposals for related instruction follow a Training Plan Guide, which requires information on the occupation, number of trainees, whether they are unemployed or underemployed, and the total time to be spent in supplemental instruction.

In the contract between the United Brotherhood of Carpenters and Joiners of America and the Office of Education, for example, the training plan specifies the following types of training:

- One thousand persons will receive preapprentice training consisting of 8 weeks of institutional training to acquaint trainees with the tools, methods, and terminology of carpentry, followed by 18 weeks of OJT;
- One thousand persons will receive training at the apprentice-entry level. There will be 26 weeks of OJT during which the trainee will receive 6 hours per week of related instruction;
- One thousand underemployed journeymen will receive approximately 200 hours of related instruction, depending on the needs of the individual. The program consists of courses of study lasting from 40 to 80 hours per course and covers such items as basic mathematics, blueprint reading, shingle installation, acoustics, insulation, saw filing, and various types of welding. Trainees study the topics they need to master in order to upgrade their skills.

The contract with the Carpenters Union and the Office of Education parallels one with the Carpenters and the Department of Labor, so that the union is the single agency responsible for providing both the related classroom instruction and the on-the-job training. Other patterns of coupled OJT programs may also be developed. Instead of a single agency providing both the related instruction and the OJT, a contract may be developed between an employer or union, to provide the OJT portion, and a public or private school, to provide the related instruction. In several instances, national contracts have been negotiated when the State has been unable to provide the equipment necessary for training. One program of this type was conducted by a private school of computer technology which could make available the various types of computers needed to train computer programers and technicians.



"Reviewing the Tool Board: Highly Specialized Training is Provided Through National Contract With Foreign Auto Dealership."

In another instance, an aerospace corporation met its needs for trained machine operators through a coupled OJT program utilizing the company's machine equipment. Two foreign automobile firms have contracts developed to meet the needs of their dealers for trained automobile mechanics. These contracts were developed because the dealers are located in several States, because most vocational schools do not have the engines and special metric tools required for this training and because only a few mechanics familiar with the foreign cars are needed in any one area.

In yet another project, custodial training is offered in the District of Columbia by the Building Service International Employees Union. Trainees receive instruction in methods of cleaning and basic education, including reading, arithmetic, and social skills. Basic education instructors employed are specialists in their field. Current events discussions are stimulated by lectures by outstanding members of the community and by reading the daily newspapers, which are provided as instructional material.

Davis Memorial Goodwill Industries, Washington, D.C., has been concerned with the training of socially, mentally, and physically handicapped persons for over 30 years. During 1966 and 1967, the nonprofit organization will be training 386 handicapped persons in 24 different occupations under a national contract. One goal of the expanded training program is to place as many of the trainees as possible in positions outside sheltered workshops. After a trainee has been selected for the program, he is able to try his skill at various types of tools and machines such as a typewriter, cash register, sewing machine and telephone switchboard. A trained counselor helps him to select his field of occupational training.

Trainees can receive individual attention from the instructor. Occupational training is not done by class group but on an individual basis, with the training starting as soon as the occupational selection has been made. Every attempt is made to fit the trainee to the job that he can do best. An individual's decision can be changed, should his initial choice prove to be unsatisfactory to him.

Related instruction is concurrent with OJT and includes the necessary familiarization with theory, methods, and tools. Both the related instruction and OJT emphasize developing work habits, including promptness, courtesy, and good employee-employer relationships.

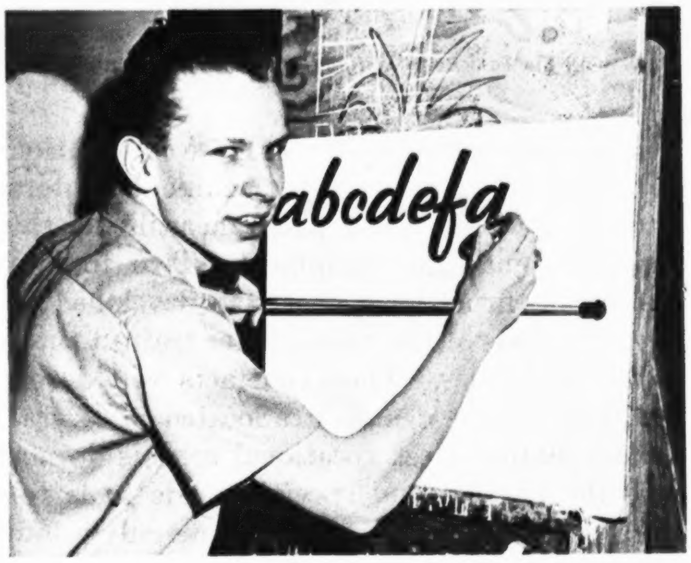
MANPOWER TRAINING CENTERS

The term Manpower Training Center is used in this report to describe a facility or administrative arrangement for grouping many occupational training programs and services such as guidance and basic education for MDTA trainees. Such centers are usually administered by a director responsible to the State Board of Education, the State Director of Vocational Education or other educational authorities. Centers may vary considerably in the training and services offered.

In some cases, the center is primarily a referral and screening center where persons receive basic education and prevocational training and are then referred for skill training to other facilities in the city or State (see description of the Sioux Falls, S. Dak., Comprehensive Facility in chapter 4). Elsewhere, the Manpower training center is mainly a skills center (e.g., those in California and Michigan), where occupational training is offered at a number of levels. Most centers combine the advantages of both types. As such, they have been found to be effective facilities for solving the acute problems of disadvantaged persons. As previously described, such persons have language difficulties, motivation problems and multiple instances of failures in their total educational and work experience. They often need basic literacy training, prevocational counseling and training, medical assistance and other support before they can begin occupational training.

The Manpower center also offers an economical approach to training. It reduces the start-up time between projects, it makes it possible to handle trainees with a wide range of educational backgrounds and skill levels and to offer them a wider range of choices. Most important, it permits the development of programs geared to individual training needs. One of the principal assets of most skill centers is the "open ended" curriculum which pepole can enter or leave at any time their individual need may dictate.

However, adapting to changing program directions has not been easy for the Manpower centers. In many instances, facilities were equipped for types of programs that are no longer authorized under the newer State plans. To overcome such problems, equipment has been transferred from city to city and across State lines. MDTA administrators have also attempted to make maximum use of excess Federal property to alleviate some shortages, as described in a subsequent section of this chapter. This avenue appears to hold much promise, with the continued closing of military bases.



"Private Schools are a Valuable Training Resource. This Young Man was Referred Individually to a Private School for Training in Lettering and the Design of Signs."

TRAINING IN PRIVATE SCHOOLS

Use of private institutions for Manpower training was undiminished in 1966, and a pilot program planned during the latter part of the year held considerable promise for expanding still further the contribution of the nonpublic institutions.

In all, 140 Manpower training projects in 28 States involved private schools in one or more of these ways during the year. The cost was about $6.8 million, and 7,858 trainees were enrolled. California, Illinois, New York, and Minnesota were the leading States in use of private schools for Manpower training this year.

The role of private institutions in Manpower training is greater than these statistics indicate. Training conducted through national contracts frequently involves private organizations, yet trainees covered by such contracts are not included in the totals presented above. In 1966, 15 projects of this kind were operated, enrolling 3,480 trainees. Private facilities may also be rented for training projects for which the instructors are provided by the local public school system. Trainees enrolled in projects of this nature are also not counted as training within private institutions but are considered to be enrolled in the public schools.

Training projects of five types were conducted by private schools in 1966. These included training entire classes for a single occupation; training entire classes for several occupations and possibly providing basic education as well; accepting individual students referred for training on a statewide basis; providing supplementary classroom training in conjunction with on-the-job training; and conducting experimental and demonstration projects.

At the end of 1966, the Department of Health, Education, and Welfare and the Department of Labor had developed a pilot program to be operated in Arkansas, Indiana, Louisiana, Oklahoma, South Carolina, Tennessee, Texas, and West Virginia. The objectives of the program, which was scheduled to start early in 1967, are to simplify and speed up the procedures for referring individuals for private school training, to expand use of private schools in Manpower training and to ascertain the ability of these institutions to serve disadvantaged trainees.

TRAINING IN REDEVELOPMENT AREAS

The 1965 amendments to the Manpower Development and Training Act authorized manpower training in geographic areas designated as "redevelopment areas" by the Secretary of Commerce. Manpower training had been available in such communities since 1961 under provisions of the Area Redevelopment Act which were repealed in 1965 legislation and consolidated in the Manpower Development and Training Act. The effect of the enactment was to extend to trainees in "redevelopment areas" the more liberal benefits of MDTA with respect to amount and duration of training allowances. Preserved by the legislation, however, was the more liberal eligibility standard of the Area Redevelopment Act, under which any unemployed or underemployed resident of a "redevelopment area" is unconditionally eligible for training.

Under the Area Redevelopment Act, $6.5 million was appropriated for training in each of the fiscal years 1963–65. For fiscal year 1966, the training appropriation, under the Manpower Development and Training Act, was $22 million, and for fiscal year 1967 the appropriation is $24 million. The increased appropriation is needed to permit training in higher skilled occupations and the substantial extension in the permissible amount and duration of training allowances. The number of trainees in each fiscal year of the program was:

1963	13,754
1964	11,603
1965	10,217
1966	12,998

In addition to those trained in institutional projects, on-the-job training was provided for 2,252 trainees in fiscal year 1966. In all, 15,250 people were trained in redevelopment areas in fiscal year 1966. During the first half of fiscal year 1967, trainees numbered 6,230, of whom 4,524 were in institutional training and 1,706 were receiving on-the-job training.

Trends noted during the latter half of the 1966 calendar year included an increase in the number of projects with basic education as a component of the training program, expanded

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training for American Indians and Mexican Americans, training in higher skilled occupations, and a growing preference for development of large, multioccupational training projects, especially in communities possessing skills centers.

Two-thirds of the trainees in redevelopment areas since the start of the program have prepared for 20 occupations, of which the leading ones have been nurse's aide and orderly (7,891 trained), sewing machine operator (3,411), welder (3,192), machine tool operator (2,904) and clerk-stenographer (2,289). Two-thirds of the trainees were residents of 15 States.

A major attribute of the redevelopment area training provision of the MDTA is the rapid concentration of resources that can be deployed to meet industry's need for trained persons in areas designated for redevelopment assistance.

FACILITIES AND EQUIPMENT

The Manpower Development and Training Act authorizes the leasing but not the purchase or construction of training facilities. Classrooms, shops, and offices frequently have been donated and occasionally rented from public school systems or community colleges. Other public property may be rented and remodeled if necessary. Garages, stores, and warehouses have all been utilized for Manpower training. Many of these training facilities are rented from private owners, though it is often difficult to secure sufficient satisfactory space at a reasonable rent on short notice and for the authorized duration of the training project, which may be for less than 1 year.

Facilities used by national Manpower training programs vary from contract to contract. Some classroom training has been conducted in classrooms at a plant or hospital where on-the-job training takes place. In one program where OJT training sites are separated by considerable distances and class sizes are small, mobile classrooms in vans have been used, with the instructor and all educational equipment traveling from site to site. In another program, the trainees complete their related instruction through a home-study correspondence course.

The use of real property of the Federal Government may also be arranged for Manpower training. The Federal agency grants a "use permit" to the Commissioner of Education who, in turn, grants a "secondary use permit" to the Federal property for the conduct of specified Manpower training projects. A notable example of substantial Federal facilities made available for Manpower training through this procedure is the Mahoning Valley Area Vocational School in Ohio.

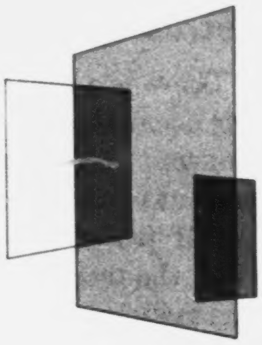
This technique permits virtually immediate use of the Federal facilities for Manpower training. Also, since "use permits" have been granted for facilities suitable for training use, maintenance and utility costs are almost the only dollar outlays that are required.

With increasing frequency, the MDTA program is also making use of excess Federal personal property and thus reducing capital expenditures for equipment. Transfer is made possible through the General Services Administration utilization and disposal service. When excess equipment is identified and a need for it exists in Manpower training, GSA transfers responsibility for the equipment from the Federal holding agency to the Director of the Manpower Development and Training Program of the Office of Education. Equipment is then quickly transferred from the holding agency to the training site. Transferred equipment is not obsolete or salvaged material; it must be in good condition and usable.

The first efforts to use excess equipment in the MDTA program were initiated in 1963, when equipment worth $48,631 was transferred to Philadelphia for use in the city's Manpower training programs. Since then, over $1.6 million worth of excess equipment has been transferred to the U.S. Office of Education for use in Manpower training. An obvious advantage in the use of excess property is saving in equipment costs in MDTA projects. A pickup truck valued at $1,996 was transferred to the West Coast Skills Center in the Watts area of Los Angeles. A $20,423 truck-wrecker and a $27,137 tractor were transferred for use in New Mexico's Bernalillo County concerted services program. But for the utilization program, expensive items such as these—as well as property of lesser value, such as $50 worth of miscellaneous electronic scrap—would be part of Manpower training project costs. In other instances, the high cost of equipment would preclude specialized kinds of training. But not if such equipment can be obtained through the utilization program. For example, a console autopilot valued at $70,000 was transferred to the East Bay Skills Center in Los Angeles. The Manpower program has also benefited from excess personal property for teaching components—"cannibalization"—thus saving supply costs.

Another important advantage resulting from accessibility of equipment is the reduction in the time between project approval and the start of training. Currently, there is a shortage of machine tools. For some heavy equipment needed in MDTA training, 24 to 36 months are required for delivery. Almost immediate delivery can be made, however, through the transfer of excess Federal property, thereby effecting dual savings—expensive equipment is in continual use and the taxpayer is not paying for storage of idle Federal equipment.

Use of excess Federal property is especially realistic in the light of the transient nature of some MDTA courses. Developed in response to labor market requirements, these may vary in length from 2 weeks to as long as 2 years. The use of excess equipment can fill an immediate need and cut down in high costs of duplicating certain types of equipment and storing that which is not immediately needed.



Chapter 3

TEACHERS, CURRICULA, METHODS, AND MATERIALS

> *"The instructors at this school are experienced woodsmen and very competent. Even they can't make woodsmen out of their charges in just eight weeks, however. But they do their best to teach a man what they can in that period of time. From there on, it's up to the individual."*
>
> JOHN MACKENZIE,
> *Berlin, N.H.*

THE MANPOWER TEACHER AND HIS TRAINING

The Manpower teacher faces a special challenge. Often he is teaching students who have failed in the public school system and who tend to reenter the classroom with suspicion and regret. The teacher who comes to Manpower training from the public school system finds this a challenge; the teacher with occupational competency but no classroom experience faces an even greater challenge.

To his occupational knowledge, the Manpower instructor must add an ability to encourage his students to learn. Hence, much success in this program thus far can be attributed to instructors who have brought to Manpower training both a thorough occupational knowledge and a sympathetic understanding of the people they were to teach.

In 1966, over 6,000 persons taught in the Nation's Manpower training programs. What follows is a brief description of where they came from, how they were trained, and the services provided to help them teach more effectively.

Recruitment

There is a great shortage of teachers possessing occupational know-how and the ability to transmit this knowledge to others. With the present military buildup and the increased number of persons employed in the defense industries, the teacher shortage is expected to become increasingly acute.

Recruitment of MDTA teachers is especially difficult because training is intermittent. It is almost impossible to know even 6 months in advance the exact number of teachers needed, where they will be required, and what occupational competencies they must have. In most cases, school systems cannot begin recruiting teachers for Manpower training programs until after a training project has been approved. Nevertheless, teachers have been found and training provided.

Manpower Teachers—From Diverse Backgrounds

At the start of the program in 1962, many teachers were recruited from vocational education programs. Some teachers possessing full vocational certification chose to work full time in Manpower training; others contributed their talent on a part-time basis. But the pool of fully trained vocational teachers was not sufficient, and program administrators were forced to expand the search for teachers.

The ranks of business, industry, and trade unions were searched for those who were willing to teach unemployed persons. Lack of any formal teaching experience was not considered an insuperable handicap. Thus evolved one of the most positive features of the Manpower training program—the successful employment of teachers with occupational competency, but without previous classroom teaching experience.

Despite the wage differential between industry and teaching—and Manpower teaching pay scales vary according to local school board policies—the program has persuaded many outstanding craftsmen to enter the classroom. These teachers, fresh from industry, are contributing up-to-date knowledge of job requirements, coupled with a sound understanding of conditions on the job. Such highly trained practitioners, given assistance in teaching methods where needed, comprise a substantial portion of the Manpower teaching force. With experience and effective inservice teacher training, they are a prime source of fully qualified vocational instructors.

As private institutions provide more Manpower training, shortage of instructors is eased. Also effective are the services of occupationally qualified retired persons, who are not deterred by the intermittent nature of Manpower training courses.

Various recruiting sources have been used effectively to find qualified teachers: State employment services, college and university placement services, State teachers associations, the American Vocational Association, in Washington, D.C. State and local MDTA advisory committees also have helped to locate teachers.

The Manpower Teacher and the State Education Structure

Manpower teachers are fully qualified or working to become qualified vocational instructors. Yet because they teach courses that may be of short duration, all States do not provide fringe benefits to them that are received by their counterparts in the public school system. Many Manpower instructors do not qualify for sick leave, pension rights, social security credits, unemployment compensation, etc. This cannot be corrected by Federal mandate, however. Just as training is the responsibility of the designated State education agency, so are teacher policies and salaries determined by the States and local agencies.

Almost without exception, the States require Manpower instructors to meet certain State teacher certification requirements. These range from the standard vocational certificate, requiring 12 hours of specified college instruction, a comprehensive examination, and recertification in 3 years, to the emergency certificate valid only until the end of the year in which it is issued. Much of the inservice training received by Manpower instructors counts toward maintaining certification. That which contributes to his effectiveness in the classroom also helps the teacher to acquire professional tenure and status.

Need for In-Service Training

The teacher in the public school system faces relatively few students with the handicapping characteristics frequently observed in the Manpower training classroom. Nor is he confronted with such heterogeneity of attitudes, age, health status, and family backgrounds. For these reasons, plus the fact that many Manpower teachers are new to the classroom, continuing inservice training is needed—training that emphasizes not only methods and materials, but the characteristics, motivations, and needs of the trainees.

The first line of defense against the dropout is the competent and understanding teacher. But when the disadvantaged trainee and the teacher with middle-class values confront one another, the task of communicating may be difficult indeed. Take, for example, one MDTA youth project in a large midwestern city which ran into trouble because the "man in charge" and the trainees were not speaking the same language. On entering training, the youths were told they would receive an allowance of $20 per week, but no one thought it necessary to tell them the allowance would be paid in the form of a weekly check. After 3 days, trainees were absent in large numbers. The reason? Never having worked more than a day at a time, they were for the most part unfamiliar with the concept of a weekly wage or paycheck. The failure to be paid at the end of the day was interpreted as just one more instance when the "man in charge" let them down. Fortunately, they were persuaded to return for another try.

The Manpower program has taught many instructors something about the motivations of people who have experienced severe deprivation. But much more has to be known about the aspirations of such trainees and how to draw upon these effectively in the classroom. Inservice training programs for Manpower instructors which focus attention on the trainee will greatly increase that understanding and eliminate barriers to learning.

The year-round nature of MDTA training emphasizes the need for specially planned programs for Manpower instructors. Frequently inservice training programs for public school teachers are not available when MDTA instructors can participate, because the latter must teach during the summer or during hours when public schools are normally closed and when teacher training is usually offered. The intermittent nature of the MDTA program dictates the necessity for help in curriculum planning and the development of lesson outlines. This training is essential for the inexperienced teacher and serves as a useful refresher for the more experienced teacher.

MDTA In-Service Training

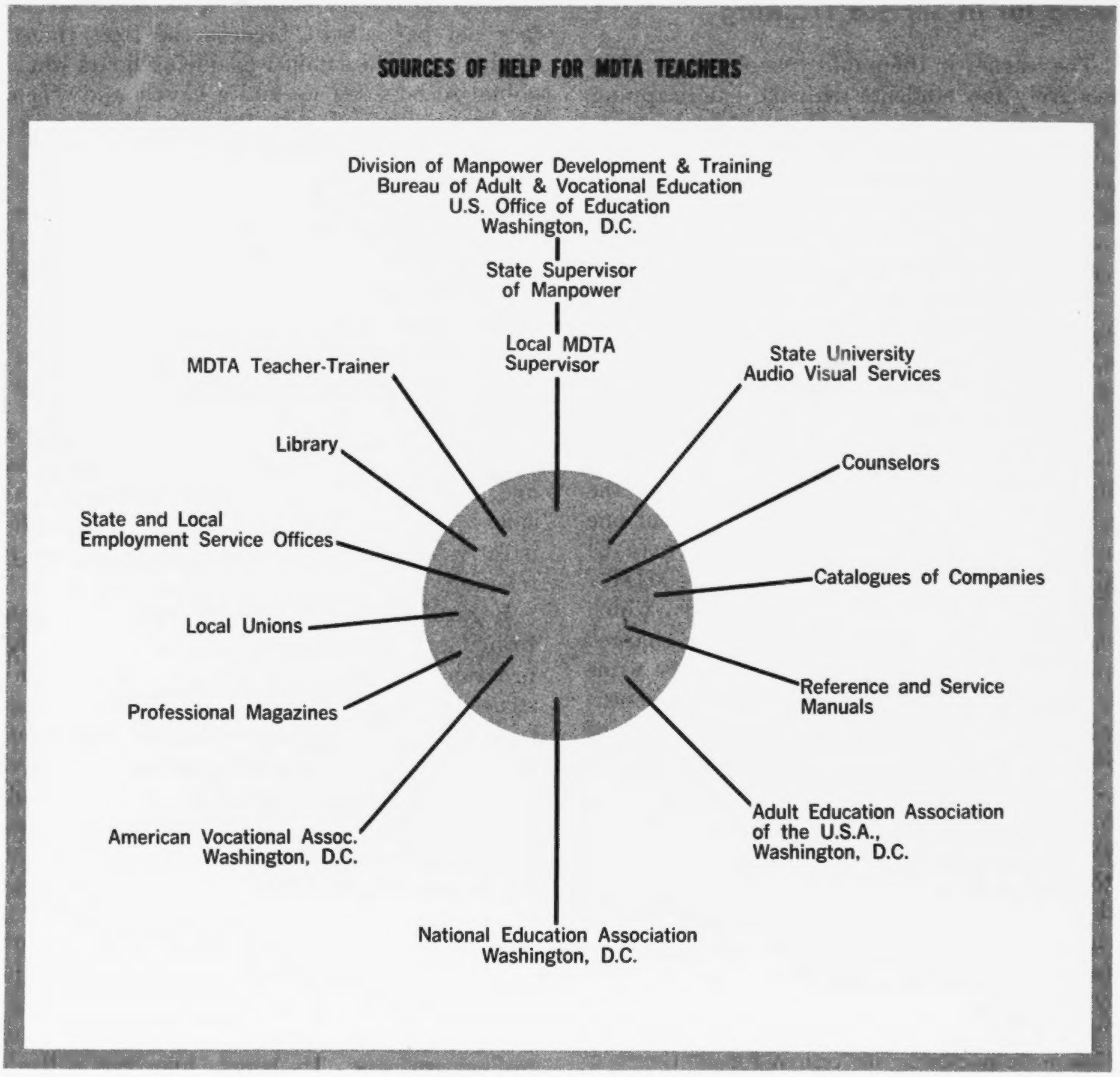
All the States have recognized the importance of teacher training for Manpower instructors and, to some extent, all have applied professional judgment and used MDTA State administrative funds to develop their inservice training.

Regardless of prior teaching experience, some formal orientation to the Manpower training program is necessary. The new-to-MDTA instructor needs to know what the program is trying to accomplish; he needs to have some idea of the kinds of human beings he will be teaching; he needs to know something about the ways in which people learn; and, of less importance to him, but of utility to program administrators, he needs to know how to complete the various reporting forms.

A majority of the States hold orientation programs for new Manpower instructors. This orientation may be conducted by local supervisors, State supervisors, State consultants, or teacher trainers. Its length may range from several hours or days to several weeks, depending on the depth and scope of the information to be imparted and the backgrounds of the new teachers. Some large MDTA multioccupation programs provide their own pre- and in-service training. Other orientations are presented by local-level directors and supervisors, who then continue to provide inservice assistance.

The orientation of new MDTA occupational instructors frequently covers the following topics:

1. *Purpose of the Manpower program.*—What it is established to do, and how it is organized.


SOURCES OF HELP FOR MDTA TEACHERS

Division of Manpower Development & Training
Bureau of Adult & Vocational Education
U.S. Office of Education
Washington, D.C.
State Supervisor of Manpower
Local MDTA Supervisor
MDTA Teacher-Trainer
State University Audio Visual Services
Library
Counselors
State and Local Employment Service Offices
Catalogues of Companies
Local Unions
Reference and Service Manuals
Professional Magazines
Adult Education Association of the U.S.A., Washington, D.C.
American Vocational Assoc. Washington, D.C.
National Education Association Washington, D.C.

2. *Human relationships.*—The importance of establishing an optimum climate for learning, and factors which affect that climate.

3. *The learning process.*—Understanding how we learn is essential for instructors new to teaching and a useful refresher for experienced teachers.

4. *Class and shop organization and management.*—Preparing for a new class; maintaining required records and reports, learning State or school regulations; establishing standards of conduct and achievement.

5. *The development of an instructional program.*—Analyzing the content of the occupational area to be taught and then selecting and outlining lessons and developing instructional sheets.

6. *The basic steps in teaching.*—Preparing, presenting, applying and evaluating the lesson content.

7. *Teaching methods.*—The lecture, demonstration, illustration, question-answer, supervised study, etc.

8. *The use of teaching aids.*—What can be used? Where can they be obtained? When should these be used?

9. *Testing.*—Evaluating the class and the teaching methods used.

The States have developed some orientation programs specifically for remedial instructors. Since basic (remedial) education will be increasingly needed to prepare trainees for work, more orientation programs for these teachers need to be developed.

For the new instructor, the orientation period is a necessary introduction to Manpower training, but it alone cannot provide the support required for a teacher in the classroom. Because orientation training cannot possibly touch on all the problems facing the teacher, periodic inservice conferences and workshops are also necessary.

In 1966, all States held some type of inservice training conference or workshop for MDTA instructors. In some States, special conferences were set up for basic education and counseling personnel, as well as for the occupational instructors. A sample of activities in the States reveals a variety of in-service training programs in 1966:

- Teacher training staff at a State university provides pre- and inservice training to MDTA and to vocational school teachers.
- A supervisor of curriculum development for State Manpower training met with local occupational instructors to compile, write, and publish course outlines.
- A 5-day statewide conference for the improvement of MDTA instruction included State and local supervisors, occupational instructors, basic education instructors, guidance counselors, office personnel, and accountants.
- Special workshops were set up to distribute, discuss, and evaluate curriculum materials for MDTA instructors.
- Two supervisors were employed specifically by State Manpower training to conduct courses in both urban and rural facilities for basic education and occupational instructors and for supervisory personnel.
- Three weekend training institutes were held at State colleges for all MDTA instructors.
- MDTA classes were closed 1 full week in the summer, and teachers were required to attend a 30-hour inservice training program.

"An Effective Trainee-Teacher Ratio: One to One."

- Several 1-day workshops, directed by experienced MDTA teachers, provided guidance in specialized areas such as the use of audiovisual equipment or special aspects of working with disadvantaged persons.

Inservice training for Manpower instructors is often provided by the professional teacher-trainers of the State vocational education staffs. Such training is for all vocational instructors, including MDTA teachers. However, lengthy summer training sessions, intended primarily for the public school vocational instructor, are not always practical for the Manpower teacher who is employed from project to project and whose current assignment is of short duration.

For these reasons, State Manpower training staffs often provide a teacher-trainer whose sole concern is the training of Manpower instructors. The teacher trainer with primary responsibility for the orientation and inservice training of Manpower instructors gives impetus to the development of conferences and workshops geared to the needs of Manpower training. Such a teacher trainer is the focal point for training guides used with MDTA inservice programs.

The professional educator who is an MDTA teacher trainer can also function satisfactorily in an "over the shoulder" guidance role as an itinerant teacher trainer. He may visit the

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training site to observe or even assist in the class and then discuss and plan teaching with the instructor. In this role, he supplements the instructor's orientation, aids the development of curricula and its translation into lesson plans, and advises on the selection and use of methods and training materials.

At least one-third of the States use the itinerant teacher trainer to supplement infrequent group training sessions. The itinerant teacher trainer can serve a wide geographic area and is particularly valuable in areas with single and widely scattered Manpower courses or where the services of regular vocational teacher trainers may not be available.

A considerable amount of teacher training material has been developed by the States specifically for the use of MDTA instructors. This ranges from useful handbooks for teacher and trainee, to be read in less than 10 minutes, prepared by the Arizona State Department of Vocational Education to the comprehensive "Handbook for MDT Guidance Personnel" developed by the Tennessee Division of Vocational Education. Nearly all States have developed instructors' manuals or handbooks which cover, perhaps in greater detail, the information provided during the orientation period, and which form a ready reference for the instructor in the classroom.

One State developed reference libraries to be used by both MDTA instructors and trainees. In the State office, a lending library of more than 600 reference books, supplied free by publishers, is available to MDTA instructors. Books may be borrowed for 30 days and are distributed either by consultants or teacher trainers on their visits.

All MDTA teachers are encouraged to enroll in college courses for which they may be eligible and also in teacher training programs offering academic credit. Unique to one State—although it could be applied in many—is Minnesota's TV training courses for MDTA instructors, which can lead to academic credits.

Many avenues for professional improvement are available for the vocational instructors in the public school system. These need to be made more accessible to the Manpower instructor who, in many cases, has to start lower on the professional ladder and is additionally hindered in his professional development by the intermittent nature of Manpower training courses.

CURRICULA, METHODS, AND MATERIALS

Curricula developed for Manpower training programs must be designed for the educational levels of the trainees, their work achievement and learning ability. These curricula must also be designed to meet the requirements of employers.

The first curricula used in Manpower training were, for the most part, adaptations of those used in public school vocational programs. Such adaptations were not always satisfactory, however. MDTA training time is accelerated, and often more hours of instruction are offered over shorter periods of time. A 9-month course of study at 3 hours per day in the public school may be covered through 8 hours of daily intensive study for fewer months in a Manpower training class. Then, too, in the Manpower class a far wider range of educational levels exists among the individual trainees than is generally found in public school vocational programs.

The leading occupations by number of Manpower trainees enrolled are: Stenographer-secretary; machine operator, general; nurse aide-orderly-psychiatric aide; typist-clerk typist; welder; automobile mechanic; licensed practical nurse; automobile body repairman; general office clerk; and cook. Existing curricula and instructional materials have been used, with some modifications, to prepare people for these occupations.

However some new and emerging occupations in Manpower programs are: Inhalation therapist; chemist assistant; coin-machine serviceman; floral designer; medical records and librarian assistant; camera repairman; rodman and chainman (surveyor); vacuum cleaning repairman; veterinary assistant; recreation aide; occupational therapy aide; and landscape gardener.

Curricula did not exist for some of these occupations, nor for other occupations, unique in vocational education or Manpower training experience, such as: Hydrotherapist; termite treater; windmill repairman; embalmer; glassblower; piano tuner; umbrella repairman; and electroencephalograph technician.

Since the content of Manpower training programs is continually changing with labor market fluctuations, shifts in occupational emphasis and identification of new skills required in emerging occupations, there is an accompanying need to reexamine curricula in current programs and to develop curricula for new occupations. Although the public school officials who develop and supervise the local Manpower training programs are central to the continuous process of curriculum building and revision, the development of realistic curricula is a cooperative effort. It involves the resources of the U.S. Office of Education, State and local education agencies, both public and private, and local occupational advisory committees.

Curricula guides for the most common types of MDTA training programs have been developed by the U.S. Office of Education. This activity of the Office reduces duplication of effort in the development of curricula at State level. Guides for MDTA training are tailored to *entry* level for the most part and recognize the variance of the trainees' educational level. These USOE guides are just that—guides—and are effective only when adapted to fit the particular needs of a specific group of trainees. Currently, curriculum guides are either available or in preparation for office occupations, automotive service specialist, electrical appliance serviceman, licensed practical nurse, nurse aide, automobile body repairman, and for related instruction in a number of apprenticeable occupations such as machine operator, general, and sheet metal worker. In addition, guides are now being developed in occupations where the job content is changing such as as vending and coin machine repairman and in such skill shortage occupations as draftsman.

Also available to the local Manpower teacher or administrator is a publication concerning the special needs of undereducated adults, "Educationally Deficient Adults: Their Education and Training." This is not a curriculum guide but rather a companion publication for occupational instructors and others who teach and work with educationally deficient adults. Two new publications now available from the U.S. Office of Education are, "Curriculum Guide to Adult Basic Education: Beginning Level"; and "Curriculum Guide to Adult Basic Education: Intermediate Level." These publications, as well as others not cited, are tailored to the realities of Manpower training.

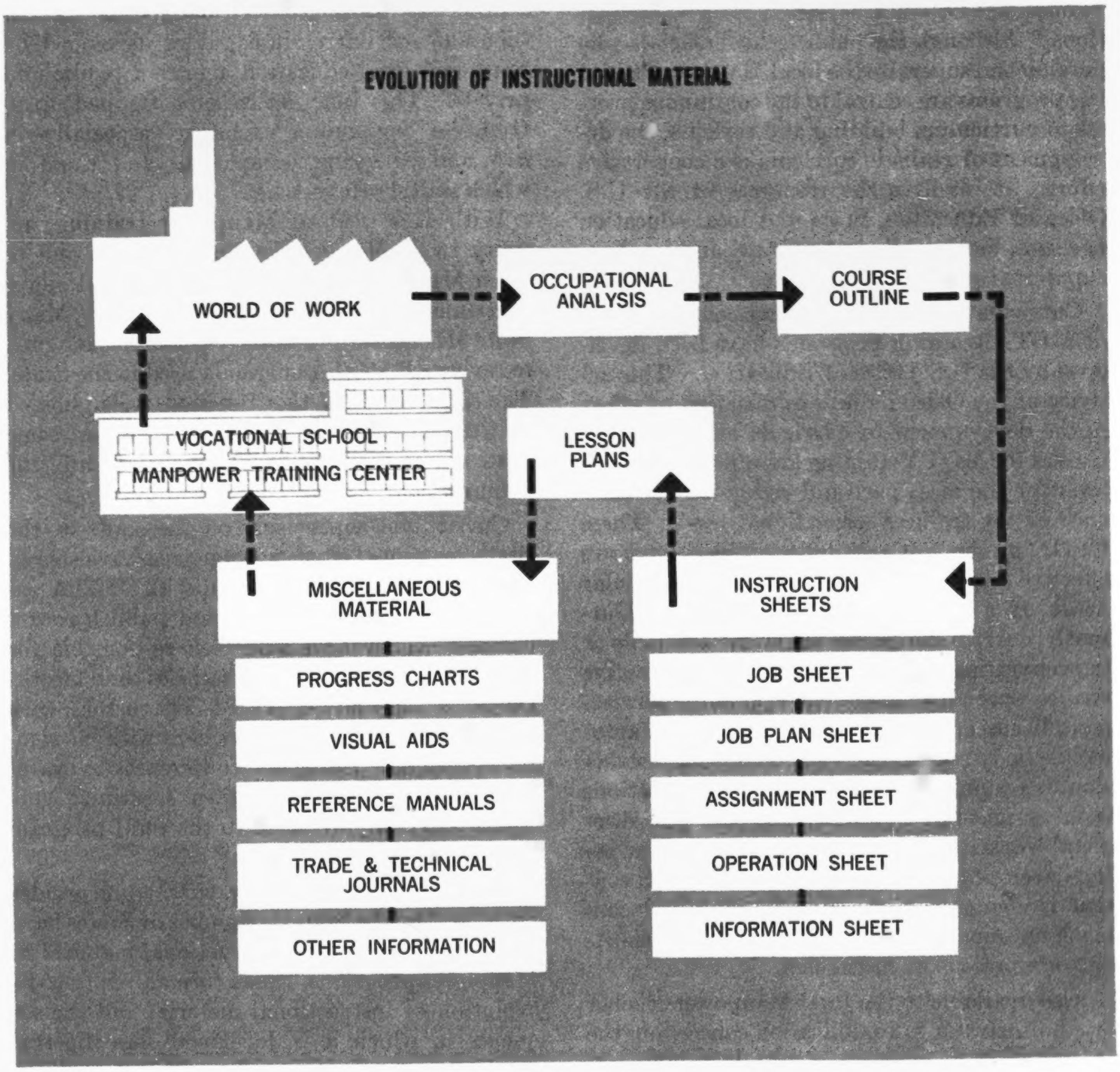
The Division of Manpower Development and Training of the U.S. Office of Education also acts as an information clearinghouse for the thousands of curriculum guides developed by State and local education agencies, public and private. This function is being stepped up to facilitate curriculum exchange, especially in new and emerging occupations and those in which skill shortages exist.

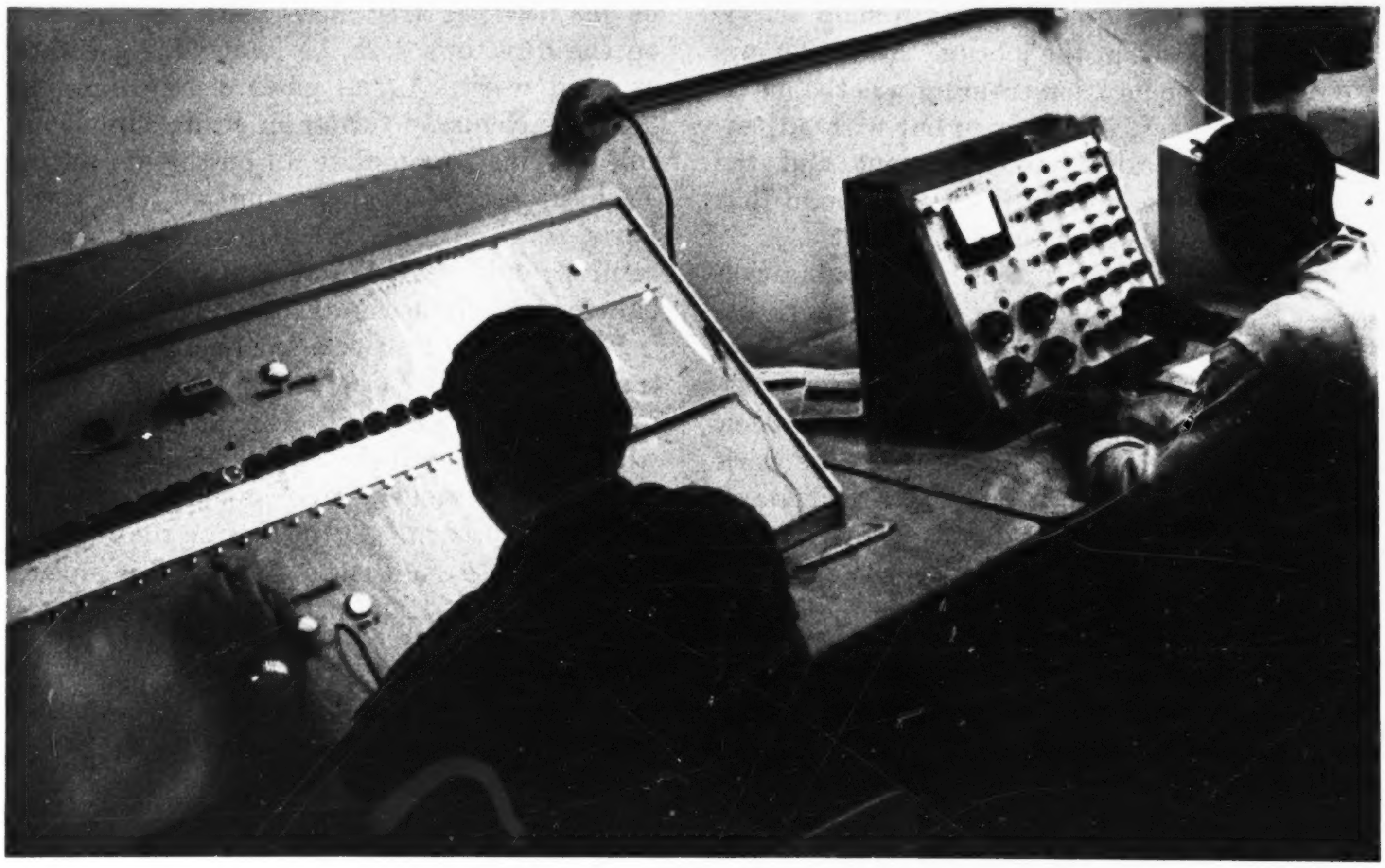
With each year of Manpower training, activity to develop curriculum materials and to teach MDTA teachers how to build and adapt curricula has increased in the States. Many State MDTA staffs now have personnel assigned to review all MDTA curricula used in the State. The significance of this function is heightened by the fact that, in the course of a year, some States must plan for as many as 106 different training courses.

Curriculum supervisors on the staffs of the State vocational education agencies have shared their professional knowledge with MDTA instructors to compile, write, and publish course outlines. They have also been responsible for planning curriculum laboratories and workshops to familiarize MDTA instructors with new courses and to help teachers with curriculum problems. Statewide conferences to evaluate Manpower training often scrutinize curricula and compare them to the total program and its goals.

In addition to the many curriculum guides developed by the States, a number of States have developed formats for instructional material in Manpower programs. Such formats explain the evolution of instructional material and the sequence in which it is developed (see illustration). Starting with an occupational analysis, an occupation is systematically reduced into its elements to determine precisely what should be taught.

Local advisory committees are vital to the development of training programs responsive to the needs of business and industry. They are comprised of employers and union officials who are knowledgeable in one or a related cluster of occupations. They consult with the educators responsible for Manpower training concerning skills to be taught, duration of training, equipment, tools, etc. Because committee members are in daily touch with the requirements of an occupation[s], their knowledge is invaluable in planning curricula and in keeping training abreast of employers' needs. Local occupational advisory committees are established for every type of Manpower training, except certain business and office skills, for which standards are clearly defined and readily evaluated, and those occupations which require State licensing, such as licensed practical nurse.





"Electronic Devices Support the Reading Efforts of New MDTA Students."

Methods and Materials—1966

Given the skills to be learned and the characteristics of the trainees, how have MDTA teachers accomplished their job of imparting job knowledge and skills? Following is a review of some of the methods and techniques used in Manpower training programs in 1966.

Innovations in class scheduling were noted in many training programs. In Alabama, instructional hours were organized to correspond as nearly as possible to the working conditions of the job being taught. In Hartford, Conn., where many of the trainees require remedial instruction, basic education was scheduled at the occupation training shops, not in special classrooms. Basic education was interspersed with occupational training and related to the courses of training.

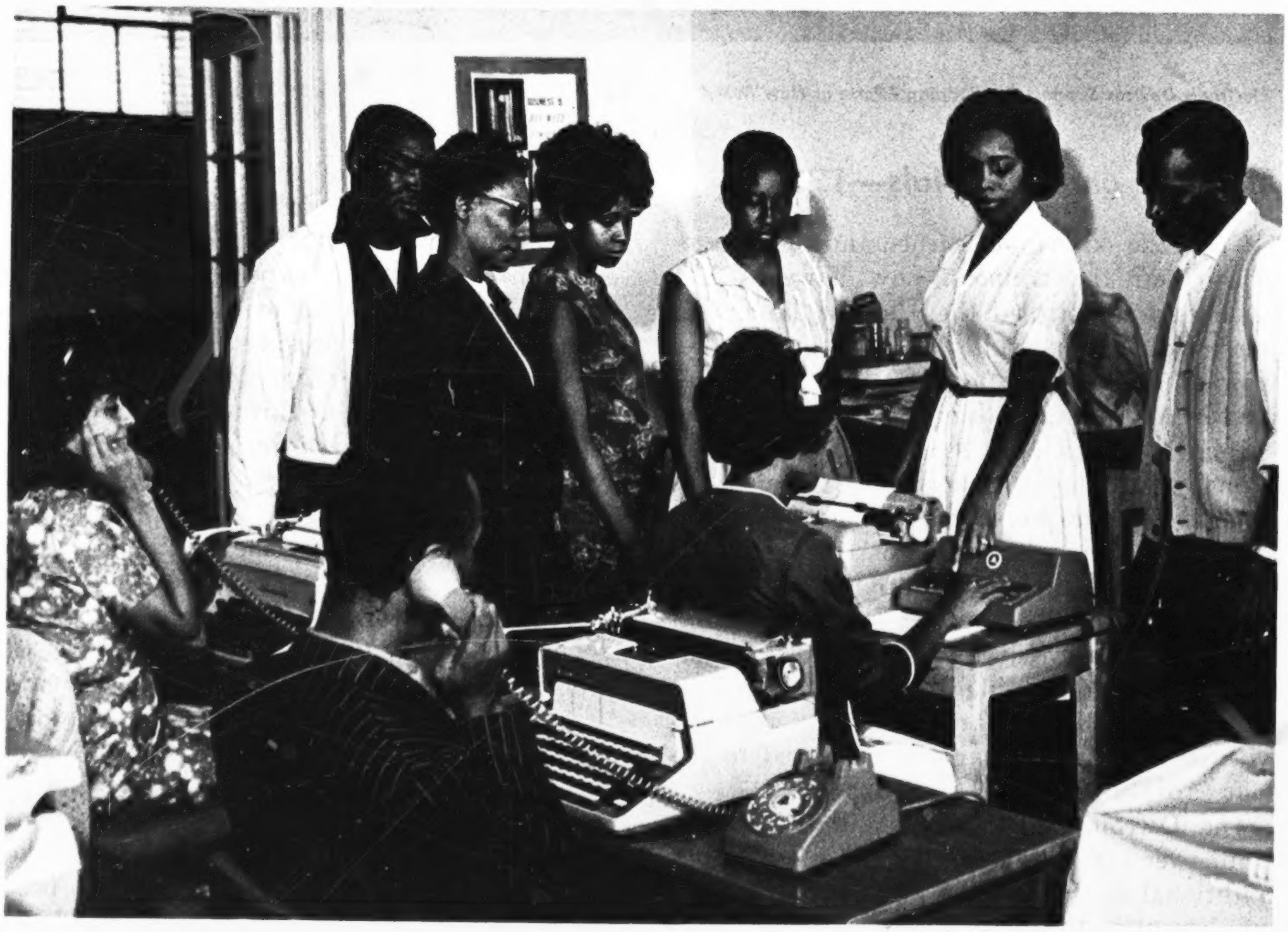
The Detroit Skills Center and some other Manpower training centers made use of more traditional approaches to adult education but supplemented these with newly created and adapted materials and devices invented by technicians in the centers' materials preparation units. This work included the writing of original texts geared specifically to the occupational training and family experiences of the students; the adaptation of existing materials to the reading levels of prospective students; and the construction and automation of various electronic devices which, through programmed tapes and individualized answering apparatus, support the reading efforts of new students. Programed materials very often provide the occasional seclusion that some youth and adults require upon reentering a relatively formal educational environment. Another advantage of these devices is that they alter the student's previous conception of school and can provide immediate support and direction as he responds to the work.

In Buffalo, N.Y., the Opportunities Development Corp., a nonprofit, community- and employer-supported organization is trying to make basic education as palatable as possible to people who have been out of a classroom for a long time. Basic education instruction is related to a particular skill, dovetailed with shop activities, and provided at the jobsite. About 2 hours a day of basic education training was the maximum amount feasible at first; but with adjustment to the training environment and the gradual acquisition of skills, it was found that the amount could be increased.

The objective is to provide basic education in a setting and in combination with work activities that may significantly help motivate trainees to learn. Buffalo is using nonprofessional teachers for a continuing basic education effort. The teacher goes to the place of work and, when it is convenient, instructs the trainee, who gets paid while being instructed. Another advantage of this arrangement is the optimum 1-to-1 teacher-trainee ratio.

Motivating trainees is of primary importance everywhere. In Binghamton, N.Y., a welding class generated quite a bit of friendly competition. The director displays good student work on his desk; if a trainee's work has appeared on the director's desk, he knows it is accepted as good work. In its parts clerk course, the John F. Kennedy Center in Philadelphia uses role playing to simulate an on-the-job setting. Trainees are issued paper money, they order parts, make out bills, calculate discounts, check returns and credits, and are responsible for balancing their accounts.

Flexible use of programmed materials is central to the Draper Correctional Center's training program at Elmore, Ala., other aspects of which are discussed elsewhere in this report. A combination welder program illustrates the Center's approach. At the start, a thorough assessment of strengths and weaknesses in academic, vocational, and personal-social needs was made. All 12 trainees in this program required basic education training. A course of study was prescribed that permitted each trainee to fill his gaps in knowledge and skill, but each



"Simulating Activities Required On-the-Job is a Vital Part of MDTA Training."

program was adjusted when observations indicated deficiencies in different areas. For example, as soon as the welding instructor learned that a particular trainee did not know how to use a ruled scale, he informed the basic education teacher, who planned a specific course in fractions for the trainee. At Draper, once the individual "prescriptions" or assignments are determined, it is up to the teacher to decide what methods or equipment are to be used.

As the program director at Draper indicated, about the only element the 12 trainees had in common was the vocational training objective of becoming combination welders. Because of the wide range of deficiencies in their academic background, the welding instructor used programmed instruction materials for the development of language and mathematical skills. Students with low reading levels were given programed courses which used many illustrations and simple words. A teaching machine using branching courses, supplemented with filmstrips, was used with the more advanced readers.

Individualized methods using the programed text and the "teaching machines" with programed film have proved very effective because the student learns at his own rate without embarrasment before a class of trainees. Another advantage of programed instructional material is that it permits the teacher to spend more time in individual instruction. For the Draper welding class, the average grade level increase was one grade in 140 hours of programed instruction.

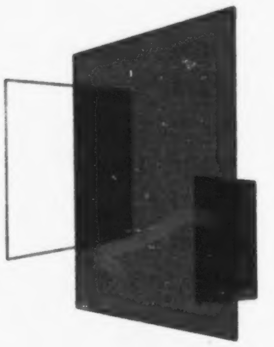
Reading, beginning with phonics, was taught to the poorest readers, in a very small group using a combination of group and individual methods. A multimedia machine presented programed film, and met all visual-aid requirements. An electronic device attached to the machine enabled the instructor to use still projection for material requiring extended viewing and discussion. Its tachistoscopic projection feature helped students develop the skill of rapid and accurate perception. Motion pictures also were used with variable speeds of 1 to 24 frames per second plus the added feature of instant stopping and reversing. With the machine, it was also possible to use a front and back film superimposed and projected together for controlled reading exercises which require precise pacing. The mechanical gymnastics that are possible with the machine are particularly effective in holding the interest of trainees.

After the phonics course, the intermediate reading program was taught. Following 40 hours of reading instruction with the projector, the overall average increase in the achievement level of the class was much higher than that of a group of nonparticipants. The nonparticipants had an average increase of 0.7, while the intermediate reading participants had an average increase of 2.5. The highest individual gain of all participants was from 4.9 grade level to 9.7.

Workbooks used with the programed film provided the student the opportunity to apply the skills that had been developed. Practice was performed at each student's own rate. As in the example at Draper, the "teaching machine" with the use of the workbook was established as an effective combination of group and individual methods of instruction.

In Hartford, Conn., the American School for the Deaf conducted MDTA training for unemployed youth and adults with severe hearing handicaps. The courses included industrial machine operation and card punch operation. Because of the communication problem, much of the training had to be on an individual basis, and, in fact, could be considered individual tutoring. Visual media, especially overhead projector transparencies, were used. A special projector and training films captioned for use with the deaf were part of the card punch operator program. Texts were supplemented with teacher prepared materials.

Considering the trainees' handicaps, an effort was made in the card punch operator course to simulate an actual work situation as closely as possible. A large insurance company and an industrial firm provided actual source documents and card forms which contributed to a realistic setting for training.



Chapter 4

INNOVATIONS AND IMPROVED TRAINING METHODS

> *"The things I have learned are many, and opportunities like these are few, so I feel proud to have participated in this class. The things I have learned will not leave me after this school ends but will stay with me to build a better future for my family, as I have learned to not only plan but to see my plans carried out."*
>
> JOHN STATLER,
> *Salem, Ark.*

Considered broadly, the entire Manpower training program is a large-scale innovation in the development of human resources. Many integral elements of the program were operating successfully for decades before the MDTA was enacted in 1962—the public employment services, the vocational schools, and the training programs of individual employers and trade unions, for example. However, the significance of the MDTA lay, first, in the continuing mandate from Congress to assure that these long-established programs were mutually interrelated in ways that would achieve maximum efficiency.

Second, there was an explicit directive to pioneer in Manpower training, to devise and prove new and better methods of selection, training, and placement, especially for the population groups whose unemployment rates remained relatively high despite continuing general improvement in the job market.

Accepting this challenge, Manpower educators have shortened, divided or otherwise adapted the existing vocational education curricula to meet the needs of Manpower trainees, many of whom could not succeed in conventional classes. The approach was pragmatic, adapting existing knowledge and resources to the immediate problem. When trainees were found to require more skill in reading, writing, or arithmetic to profit from the occupational training, basic education was provided. Programed learning devices, audiovisual aids, closed circuit TV, and other new "educational hardware" were used.

Flexible scheduling was arranged, not only to instruct Manpower trainees during a 40-hour workweek instead of a 30-hour school week, but also to utilize Manpower training facilities and equipment already provided for vocational education. Typically, in public schools, Manpower training is offered on a "second shift" that starts in the afternoon after daytime classes have been dismissed. In Fort Worth, Tex., a Manpower training program in metal machining operated 24 hours a day on three shifts during 1966, so high was the local demand for this skill. A number of programs elsewhere also operated around the clock to meet serious skill shortages and fully utilize expensive instructional facilities.

COMBINING THEORY AND PRACTICE

In the public schools, vocational education curricula have long included "cooperative programs" in which students work for a few hours each day or for a few days each week while pursuing their regular courses. This not only provides these high school students with a small income, it also enhances their learning. They readily see the relevance of the classroom instruction to the requirements of the job, and because of their exposure to the work-environment, with its shop talk of promotions, transfers, and dismissals, their motivation to profit from schooling is also increased.

This approach has been adapted to meet the needs of Manpower trainees. In a New Hampshire project, for instance, trainee meatcutters attended school for a week at a time, alternating with a week of employment. They received Manpower training allowances for the weeks of classroom instruction and wages for the weeks of on-the-job practice. The latter was notably helpful to the MDTA program because of the high cost of the materials needed for instruction in meat cutting. There were some administrative difficulties encountered in this New Hampshire project, as there were in others that resembled it, but the evident advantages far outweighed the inherent problems.

Similarly, in northern Idaho, an established vocational-technical institution provided classroom plus practical experience for Manpower trainees preparing to become policemen or deputy sheriffs. City and county law enforcement agencies in this area had been forced to put new men on duty without training and with little if any orientation, due to manpower shortages, relatively high turnover, and inability to provide entry-level training.

The vocational-technical division of the Lewis-Clark Normal School helped plan this novel Manpower program, cooperating with a State advisory committee on law enforcement training and a local curriculum advisory committee composed of Northern Idaho law enforcement officers. The instructor was a member of the State police on leave of absence. The Lewiston Police Department provided a building equipped as a training facility. Since the structure was not available for more than 30 hours per week, 30 hours of classroom per week were offered for 48 weeks. Trainees spent the remainder of their scheduled hours on patrol with sheriffs, policemen, and highway patrolmen.

Of the initial 15 trainees, 12 were still enrolled at the end of 1966. One had dropped out to take a job as a law enforcement officer, one could not adjust to the training schedule, and the third found the training allowance insufficient. This Manpower training program provided the same police training curriculum as the two-year course in this field offered at the College of Southern Idaho at Twin Falls. Manpower trainees completing the course could qualify for an associate in arts degree by fulfilling additional academic requirements.

PREPARING TRAINEES FOR INSTRUCTION

Most of those applying for Manpower training were not aware of the range of occupational choices, nor had they explored the particular field they had selected. Many needed introduction to work itself—the importance of punctuality, accepting supervision, appropriate dress and behavior, etc.—and most would have benefited from opportunities to observe people at work, through visits to a variety of jobsites. In short, a period of time in advance of training was often needed during which the applicant could explore various occupational fields, correct some deficiencies, either physical or educational, and strengthen his determination to succeed in the training opportunity eventually selected.

To permit pretraining of this type, a new approach was developed. Traditionally, it has been considered necessary to introduce the student to fully equipped shops in which he can successively try his hand at woodwork, sheet metal fabrication, printing, electrical installation, etc. The new approach, in contrast, offers what are merely displays or samples of the training facilities; that is, a few of the tools or machines, an opportunity to try one or two elementary tasks to get "the feel" of the job, a number of introductory films, pamphlets, plant visits, pictures, etc. explaining the occupational field, plus advisors prepared to help applicants make an informed choice of training opportunities.

One of the first programs of this kind was administered by the public schools of Sioux Falls, S. Dak. The public employment service and the apprenticeship agency cooperated in referring to this new center unemployed youth, aged 16 through 21, who had been out of school for at least 1 year, lacked a marketable skill, and appeared mentally and physically able to profit from instruction and hold a job afterward. During the training period local youth received $20 per week, while those coming to Sioux Falls from elsewhere were paid $55 per week.

By the end of 1966, 155 trainees from all parts of South Dakota had entered the Sioux Falls "Comprehensive Facility." Their intelligence quotients by various tests ranged from 67 to 140. But their life-experiences had not carried them through the customary sequence of schooling, employment, self-support, and good citizenship. Of the 70 girls, 23 were unwed mothers. Of the 85 boys, 55 had failed to qualify for military service. Of the entire group, 47 had records of confinement in penitentiaries, reform schools, etc.

After a week of testing and general orientation to the Comprehensive Facility, these 155 had an opportunity to explore business and office occupations, several building trades, the repair of electronic equipment and small appliances, commercial sewing, drafting and commercial art, automotive trades, and others. The emphasis, from the start, was on self-discovery. Each day, the trainee selected his program of activities for the following day. In addition to four sessions of occupational exploration, he could increase his fundamental skills, especially in mathematics and language, or participate in "attitude sessions" intended to improve his motivation and receptivity to training.

The Comprehensive Facility also emphasizes self-reliance. Although ample counseling is provided, trainees are expected to conduct themselves as responsible young adults, managing their personal lives in acceptable ways and making their own arrangements for lodging, transportation, getting to work on time, keeping scheduled appointments, etc. Trainees punch timeclocks and there are two coffee breaks during the training day, to simulate the work environment rather than the school situation.

Although trainees may remain at the Facility for as long as 20 weeks, most are reassigned and leave within 8 or 9 weeks for jobs or training. Of the 155 trainees at the Facility in 1966:

20	Placed in jobs.
53	Assigned to MDTA institutional training.
15	Placed in on-the-job training.
11	Assigned other training.
1	Enrolled in Job Corps.
4	Referred for vocational rehabilitation.
6	Qualified for military service.
2	Qualified for college entrance.
3	Returned to high school.
10	Dismissed as immature.
13	Withdrew.
17	Enrolled at year end.

Of the 53 placed in Manpower training, 15 dropped out due to arrests, pregnancy, marriage, drinking or other reasons. Of the 15 who began on-the-job training, 9 dropped out for similar reasons. Are these disappointing percentages? Not in view of the educational disadvantages, socioeconomic handicaps, broken homes, mental illness or emotional problems found among the group as a whole. Only one-third were high school graduates and as many had not progressed past the ninth grade. A dozen had received psychiatric services in the past. Two out of five had lacked proper clothing or sufficient money to enter the Facility's program until they were aided by local service clubs and church groups.

The Comprehensive Facility in Sioux Falls is operated by a staff of two administrators, one psychologist, six "relators" who combine instruction and counseling and two supporting clerical and secretarial workers. It cost $131,380 in Federal funds to maintain the Facility for 60 weeks of operation. In addition, services rendered by the Bureau of Apprenticeship and Training cost $3,964, and selection and placement by the employment security office cost $93,800.

For the 155 trainees who had entered the Facility by the end of 1966, this total cost of $229,144 represented an average cost of $1,479 per trainee. The South Dakota officials in charge of the Facility point out that the cost of keeping one young person in the State reformatory is $1,700 per year, the cost of maintaining one unemployed, unwed mother, through Aid to Families with Dependent Children, is $2,500 to $2,800 per year, and the cost of confinement in the State penitentiary is $3,500 per inmate-year. The cost per trainee should be viewed in this perspective.

Projects patterned on the Sioux Falls Comprehensive Facility have been planned for Kansas City; St. Paul-Minneapolis, Duluth and Pipestone, Minn.; Des Moines, Iowa; Bismarck, N. Dak.; Redwood City, Calif.; and Toms River, N.J.

Prevocational counseling and services of a somewhat similar nature are offered Manpower trainees in other parts of the country. In the public schools of Memphis, Tenn., for example, the program is located in a school building, not a specially altered office building, as in Sioux Falls. The instructors are members of the school system staff, which obviates the difficulty often encountered when instructors must be dismissed as a Manpower project ends, even though another may be started in the same community a few weeks later. The Memphis course is of 10 weeks' duration, with the trainee spending 2 weeks "trying out" each of five occupational areas: Health, metal work, sales, clerical, and automobile mechanics. Remedial basic education is provided during the entire 10-week period, at the end of which the trainee is placed in a Manpower training program or perhaps in a vocational school, either public or private. An employment service counselor works full-time with these trainees at the training site, not the employment service office.

Northern Michigan University, which serves the Upper Peninsula, provided basic education and prevocational education experiences for 275 male Manpower trainees per year in a residential facility. Trainees improved their reading and mathematics skills and received enough preliminary instruction in drafting, welding, and electronics to determine whether they had the aptitude and willingness to embark on full-scale training in these fields.

Even with a choice of four or five occupational areas, some students may be better suited, after their basic education program, for a job that is not among those they have "sampled." This problem is solved by making "individual referrals" of such students to occupational training programs in either private or public training institutions. Qualified trainees, of course, are assigned directly to individual training courses, without receiving either basic education or prevocational training. Individual referrals are particularly useful in meeting the needs of Manpower trainees from rural areas, where it is not practicable to assemble enough students for a class. The student who completes his basic education course more quickly than his classmates may also be referred at once to training on an individualized basis, instead of awaiting the start of an occupational training class.

PRIVATE SCHOOLS AND ORGANIZATIONS

Private schools and nonprofit organizations now contribute significantly to Manpower training, which initially was limited almost entirely to public agencies and institutions, except for experimental and demonstration projects. In Minnesota alone, trainees have been referred to some 35 private schools, including such well-known institutions as the Dunwoody Institute, Control Data Institute and others. Nonprofit rehabilitation centers in St. Paul and Minneapolis have provided basic education and prevocational services on both an individual and a group basis.

In Maryland, to cite another example, several private trade schools are used for trainees referred in numbers too small to warrant a class in the public schools. Upholstery and beautician trainees are taught in certain private institutions because these courses are not offered in the nearby public schools. Two clerk-typist programs were arranged in a private school because the costs, which covered basic education as well as skill training, were lower than those of the public school. Another clerk-typist course was conducted by a private school because the public school could not schedule the training at the particular time that the Manpower course was needed.

A training program organized by a private firm for office machine repairmen allows students to begin related instruction at any time. Training takes place at the firm's national training center and, upon completion of the related instruction, the trainee returns to his community and completes the program with on-the-job training with a local dealer.

All the instructional materials for this office machine repairman course have been put on audio tape. Trainees sit at a desk separated from

"Trainee in an Office Machine Repair Class Listening to Instructions on an Audio-Tape, a Device Which is Useful in Reducing Learning Time."

other trainees by wooden partitions. On the desk of each trainee is the office machine he is learning to repair. In the right drawer of the desk is a machine to play instructional tapes and in the left drawer are the training manual and necessary tools. Local radio announcers were selected to record the tapes while the instructors who prepared the materials acted as trainees. The tapes are so timed that the trainees hear an instruction and have time to carry it out before the next instruction is given. Should the trainee be unable to carry out an instruction in the allotted time, he may reverse the tape and listen again. When a trainee does not understand the directions or has any questions, he raises his hand and the instructor answers his questions.

According to the firm, taped instructions have reduced the time needed to learn office machine repair from 26 weeks to 16 weeks or less, depending on the speed with which the trainee can progress. The use of audio tapes has permitted the company to train a greater number of office machine repairmen more quickly and at a reduced cost. Since the instructions for machine repair are on tape, the trainee can enter the class at anytime and work at his own pace.

PREPARING PRISONERS FOR EMPLOYMENT

Manpower training has also demonstrated that it can contribute to the rehabilitation of youthful offenders and adult inmates of penal institutions. Programs for this special population group were conducted during the year in a number of ongoing MDTA programs as well as in some experimental and demonstration projects, which are described in the chapter which follows. The experience gained in all these projects will enable Manpower training programs to provide more extensive service to this group authorized under the 1966 amendments to the Manpower Development and Training Act.

To cite one example, diagnostic services, counseling and prevocational training were offered to boys and girls, age 16 to 18, at the Youth Development Center at Canonsburg, Pa., a State institution for youth who are juvenile court wards. Many of these are severely disadvantaged and in great need of remedial education. Youth assigned to the Canonsburg center receive 26 weeks of individual attention and preliminary training in as many as seven occupational fields. Those who successfully complete this training are eligible, upon release from the center, for employment in entry-level jobs permitting them to increase their skills or for further training in specific occupations. In either event, local employment services are in touch with these young men and women, after they return to their home communities, for job placement or referral to additional training.

AIDING THE OLDER WORKER

The training and placement of unemployed workers who are more than 45 years old is a national problem of considerable scope. Over the 1950–60 period, this group expanded in number by nearly 20 percent, while the number of workers in the 25- to 44-year-old age group grew by only 4 percent. Obviously, maximum utilization of older workers is necessary to achieve high employment and capacity production of goods and services. Yet, once unemployed, these workers have great difficulty in finding new jobs. Many need retraining, counseling, and other services to help them again become productive members of society.

In Louisiana, to cite one State, the number of persons over age 45 increased by almost 100,000 between 1960 and 1966. This growth implies an increase in the number of people available for work, yet the State Division of Employment Security has reported a downward trend in the number of job-placements among this age-group during the past 5 years.

A Manpower training project in New Orleans, initially enrolling 100 persons, all 45 or more years of age, is a pioneering effort to reverse this unwelcome trend. In addition to basic and remedial education, training is offered in bookkeeping, typing, upholstering, and visiting homemaker and retail sales work. Another project, which was emphasizing basic education, enrolled 40 older persons, half preparing for building maintenance jobs and the others for shirt pressing. Both these projects enroll unskilled and undereducated older workers, some pensioners needing work to supplement their retirement income and minority group members with limited access to training in the past. Medical services not available through the Manpower training program were furnished in four neighborhoods by the local Community Action agency.

The New Orleans experience is demonstrating that older workers, even those considered to be severely disadvantaged, can be trained and placed in rewarding employment. Many of the women enrolled in the class preparing visiting homemakers, for example, had not been able to find jobs because of their inadequate education. In their Manpower training course, however, they learned how to care for patients in their own homes and to keep the patients' households running at the same time. Jobs are plentiful for women with this kind of training, caring for postoperative and bed-ridden patients as staff members of public health or welfare agencies. "Serving as a visting homemaker will make me feel useful and wanted again," said one trainee in New Orleans. "I can really feel I am doing someone a service."

SERVICE TO RURAL COMMUNITIES

Though most of the trainees, like most of the jobs, are found in cities today, the Manpower training program is also attempting to serve the rural parts of the Nation. As indicated earlier in this chapter, individual trainees are sought out wherever they may reside, and training may be furnished at a central point—as in the case of the Sioux Falls, S. Dak. Comprehensive Facility and many others which operate on a statewide basis—or else through individual referral of the trainees to Manpower training programs, vocational education programs, or private schools.

In Fulton County, Ark., a Manpower training project that is representative of several

"MDTA Training in Rural Areas: Trainees Receiving Instruction in Silage Storing and Packing, and Moisture Control in a Trench Silo."

others enabled a group of low-income dairy farmers to upgrade productivity of their herds. This project also exemplifies the cooperation among various agencies that is usually required for a successful training effort. In this instance, staff members of the Soil Conservation Service and the Agricultural Stabilization and Conservation Service met with trainees to review the requirements for participation in the various land-use programs of the Department of Agriculture. The Agriculture Extension Service tested the trainees' herds periodically and provided counseling with respect to production and herd records, management problems, and soil testing services.

The Farmers Home Administration supervised the management records kept by trainees to record and evaluate their progress. The local vocational agriculture program held special adult classes for the Manpower trainees and made the school shop available to them. Trainees received the usual Manpower training allowance for 15 hours of class work and 25 hours per week of work on assigned projects—planting forages, reseeding pastures, building stock ponds, vaccinating herds for disease control, installing running water, sewage systems, or milk coolers, repairing fences, remodeling farm buildings, and the like.

Twenty farmers were enrolled in this project, of whom all but one completed the program. Prior to training, the total net income of the 19 trainees was $25,000. Afterward, the annual income of the group totaled $142,000. These trainees not only gained substantial increases in the economic yield of their acres and herds, according to those responsible for the program, but they also manifested increased pride in their livelihood, broader civic interests, and more satisfactory family life.

The "Concerted Services" Projects.—The interagency cooperation that characterized these projects is found in some degree throughout the entire Manpower training effort. In three counties of the United States, however, a pilot program has been operating since late 1965 to focus and thus intensify the education and training activities of six Federal agencies and departments. The three counties are:

St. Francis County, Ark.: Mississippi River Delta country, between Memphis and Little Rock, mostly large, one-crop farms but with some industrialization developing. More than half the population is nonwhite.

Todd County, Minn.: In the center of the State, more than 100 miles northwest of the Twin Cities, containing about 3,000 farms, with dairy product processing cooperatives, a railroad, and one printing firm the pricipal industrial employers.

Sandoval County, N. Mex.: Mountains and arid range land, half in Federal or State ownership and one-fifth tribal land, Indians comprising almost half of the population, with two-thirds of the other citizens of Spanish descent. No private physician practices in this county.

In these three counties, Concerted Services in education and training are increasing basic educational skills, providing vocational counseling and developing occupational competency through training. In St. Francis County, a basic adult education course financed under the Economic Opportunity Act is linked with Manpower training courses in welding and carpentry. Other Manpower projects in this country

"To Increase Opportunities for Rural Residents: MDTA Training in a Concerted Services Heavy Equipment Operators Course."

have trained licensed practical nurses, stenographers, and electronics workers.

In Todd County, Manpower training has been given in the graphic arts and optical grinding, the latter through an on-the-job program. The emphasis of the Sandoval County Manpower training program has been on office skills, heavy equipment operation, and automobile servicing.

Rural areas account for about half the nationwide need for improved training and education, as measured by low family incomes, underemployed workers, relatively low educational attainment and school expenditures, and a paucity of training facilities. (One county had no vocational education program in its high school until the start of the Concerted Services program; in the other counties, only vocational agriculture and home economics were offered.) In these three selected counties, the collaboration of six Federal agencies, supported by local leadership and spearheaded by full-time coordinators in each county, is demonstrating that intensified efforts, carefully planned to mesh with and heighten their combined impact, can extend existing programs to improve significantly the education, employment, and income of rural residents.

PARTNERS FOR PROGRESS

As previously described, the Manpower training program also affords varied examples of cooperation between employers and educators. On occasion, especially to overcome acute skill shortages, it has been possible through cooperation of this kind to devise programs linking trainees in one State with jobs in another. A major aircraft manufacturer of Seattle, Wash., for example, was unable to find sufficient qualified workers or trainees in the Seattle-Tacoma area. In attempting to recruit workers in Montana for employment in Seattle, the firm found few qualified workers but many qualified trainees.

The company thereupon requested State employment service and education officials to initiate Manpower training programs to qualify Montanans for employment in Seattle. Training programs were conducted for 20 trainees as production storekeepers in Missoula, 60 trainees as final assemblers in Helena, and 40 trainees as mechanical draftsmen in Billings.

Company officials assisted local school officials in developing curricula, equipping training facilities, and developing instructional materials. The company also furnished, without charge, training aid models, charts, drawings, standards, procedure specifications, manufacturing plans, instructors manuals, mockups, special tools, and some instructional supplies. The company also made three of its employees available to local schools to serve as instructors. The schools paid regular instructional salaries, while the company paid the living expenses, transportation, and salary differentials to their employees who served as instructors.

Chapter 5

EXPERIMENTAL AND DEMONSTRATION PROJECTS

From the beginning of Manpower training, "special programs" for testing, counseling, guidance, and referral of youth were authorized by section 202(b) of the act. Though these projects were not explicitly called experimental or demonstration projects, they were extended to explore different conditions for and techniques of training young workers. The main emphasis of these projects, however, properly continued to be placed on the training and placement of the trainees served, and the experimental or demonstration aspects were only subsidiary or peripheral.

Experimental, developmental, demonstration, and pilot projects were separately authorized by the 1965 amendments to title I of the act. Such projects may be conducted by public or private, nonprofit, or other organizations. These projects seek to demonstrate the effectiveness of specialized methods for meeting training needs and other needs of such specific groups of people as "the long-term unemployed, disadvantaged youth, displaced older workers, the handicapped, members of minority groups and other similar groups."

Many experimental and demonstration projects include institutional training. This is provided under arrangements developed by or satisfactory to the Secretary of Health, Education, and Welfare. Others who may be consulted by the Secretary of Labor with respect to experimental and demonstration projects under title I are the Secretary of Commerce and the Director of the Office of Economic Opportunity.

In the Manpower training program, an experimental project may be defined as a formally structured, systematic effort to develop new knowledge of or new application of existing knowledge to manpower, employment, or training problems. A demonstration project, in contrast, is usually an operational activity primarily intended to display the feasibility and/or desirability of both tests and promising new ideas; of techniques and programs not yet in general use, with the ultimate goal of stimulating their widespread adoption.

Usually it is most effective to engage for the conduct of an experimental or demonstration project an institution which may have special capability or a distinctive contribution to make because of other attributes. Projects have been run by schools, public and private; public and private social agencies; settlement houses, churches, labor unions; State and local governmental agencies; etc. A prime requisite is that those in charge of the project have distinctive knowledge of or relations with the group on which the project is trying to focus. For example, a project to demonstrate what can be done to prepare prisoners for employment outside the prison walls may be best operated in a correctional institution with a knowledgeable staff, although other specially concerned agencies may also be effective.

For experimental and demonstration projects, institutional training costs and trainee allowances are customarily funded from training program funds. Any unallotted reserve under title II of the Manpower Act is drawn on for this purpose. Section 231 of the act calls upon State agencies to help provide for any institutional training involved through arrangements with public educational agencies or private institutions. An alternative authorized by the act is provision of the needed training under agreements or contracts made by the Secretary of Health, Education, and Welfare with public or private training or educational institutions.

Operating problems that have been the subject of many experimental and demonstration projects include recruitment and "outreach"; the testing, evaluation, and counseling of trainees; basic education; work-training and job development; motivation; and supportive services. Still other projects have been demonstrations in developing multiple-source funding—in which projects gain business, industry, or union support, help from private foundations and churches, or other special community endeavors—and demonstrations designed to show the possibilities in self-help programs.

Many projects attack several of these problems simultaneously. The MITCE (Manpower Improvement Through Community Effort) project conducted in six rural North Carolina counties is a good example. Sponsored by the North Carolina Fund, it has been experimenting to develop Manpower training for severely disadvantaged rural workers. The MITCE program refers trainees to both institutional and on-the-job training and uses local or nonprofessional staff members to reach and recruit trainees. It has also developed effective ways of working with Community Action programs and older local agencies. Based on early experience, MITCE is now focusing more intensively on the problems of tenant farmers, exploring methods of motivating on-the-job trainees to enroll for basic education, and demonstrating its methods in urban ghetto areas, following the migration patterns of this particular group of rural North Carolinians.

Evidence of the practical value of experimental and demonstration projects is not hard to find. Several of the amendments to the MDTA since 1962 can be traced to the experience gained in experimental and demonstration projects. Noteworthy among these are the authorization of training allowances during basic education courses, amendments to assure minor health services, where needed; expansion of the program to include occupational preparation for inmates of correctional institutions; the bonding programs; and the provision for job-readiness training that does not involve specific skill training.

Experimental and demonstration projects have also shown the way to improvements in

Manpower training within the scope of existing law. A project conducted in the District of Columbia by the National Committee for Children and Youth, for instance, showed that it is possible to take volunteers rejected by the armed services for failure to pass educational tests and give them the capability to enter the service, go back to school, or take training for a job. Various projects have shown that it is possible to use indigenous people as part of a subprofessional staff and thus enhance the effectiveness of that staff. Projects have also demonstrated techniques for identifying and recruiting the hard-to-reach and sustaining them through their training to a successful job entry. A number of projects have shown that it is possible to identify aptitudes for training of many people for whom the usual standardized tests were not valid indicators for selection.

In fact, unless an individual is severely handicapped, mentally or physically, there is reason to believe that there are no intrinsically insoluble training problems in providing him with appropriate training and related services needed to enter the world of work. If no greater contribution than this insight had been gained toward helping overcome the inertia, the defeatism, or the apathy about the possibilities of progress, the experimental and demonstration program would have been richly rewarding.

More has been expected, however, and more has been obtained. To demonstrate feasibility is useful, but it is also highly desirable to know how and why success has been achieved, so that it may be repeated and generalized. What methods or combination of them can be identified as having more promise than others? Do the materials and equipment used make the difference, or do the system and the people using these make the difference?

Projects ordinarily provide detailed reporting of their activities and findings. The flow of such information is increasing, but many findings are subject to postevaluative studies that are not yet complete. Educators are interested in knowing what has been learned in experimental and demonstration projects that can be utilized in their work. For purposes of illustration, a summary of some gleanings in at least one area, basic education, is therefore presented in this report.

EXPERIMENTATION IN BASIC EDUCATION

It came as something of a shock to many Americans, proud of our mass education system, that millions of their fellow citizens were reading at or below a fifth-grade reading level. in the past, it was possible to make a living with limited educational attainment, but it is increasingly difficult to do so today and tomorrow it may be impossible.

Two recent studies, taken together, contain much of what has been learned about basic remedial education. One is a part of a larger postproject evaluative effort financed by the Department of Labor and called Operation Retrieval. Nongovernment consultants studied reports of all the Manpower training experimental and demonstration projects that involved basic education for disadvantaged youth. In addition, numerous site studies were made. The other study—of programs under title V of the Economic Opportunity Act, which is administered by the Department of Health, Education, and Welfare—was funded jointly by the Department of Health, Education, and Welfare and the Office of Economic Opportunity. Many programs under this legislation included basic education. This study, contracted to a nongovernmental agency, was an experiment designed to test the comparative merits of four different basic educational systems and to test each of these with teachers who academic qualifications differed markedly.

The conclusions of these quite different studies tend to corroborate each other on two significant points:

a. The basic system used (including the materials and the method suggested for their use) is probably not as important as the teacher.

b. There is a larger pool of potential teachers than we have been using.

The comparative study of basic literacy systems covered four of the major systems used in regular MDTA programs, experimental and demonstration projects, and in Title V programs. The test was made in three different States. After studying many experimental and demonstration projects in basic literacy education, the analyst concluded that there was no one system demonstrated to be most suitable. Trainees made the same average gains under each system. The most important ingredient is "the quality of the teaching staff."

The four specific systems subject to this comparison also used three different kinds of teachers. One group was taught by fully certified teachers; and a second group was taught by college graduates who had not acquired teaching certification; the third group was taught by high school graduates only. For each of the three groups, there was no significant difference in the gain scores of students using different kinds of basic literacy training. But for each system used, the highest gain scores were made by the students whose teachers were high school graduates.

The evaluators of these experimental and demonstration projects suggest, accordingly, that consideration be given to utilizing more indigenous and subprofessional people in instruction and that formal certification should not be made a rigid requirement for Manpower training instructors. Evidence is accumulating that, where there is a use of the more qualified students to help teach the less qualified, more progress seems to come at both levels of ability.

This comparison of the basic literacy systems may not indicate that all are equally good, but that none is strikingly better than another. On various points, all the systems were criticized by teachers, analysts, and students. The fact that good results were obtained with a given system in an experiment and demonstration project in one place and poorer results with the same materials in another only emphasizes, at this stage of the research anyway, the importance of the quality of the teacher.

There is strong indication that those who need much work in basic education usually cannot stand a sustained duration of intense instruction unmixed with other activity. Many observers have concluded that, if remedial education is to lead to competence to take skill training, it should be integrated from the beginning with skill training to provide greater motivation and incentive as well as greater retention and application.

Pencil and paper tests are involved in most instruments devised to measure levels of ability and progress in course work. Since these are not very valid for persons who have had little experience with using pencil and paper, and may in fact be inhibiting, other devices are now beginning to be used. There are a few nonverbal tests in existence; for example, Project PEACE in Cleveland, Ohio, has developed a comprehensive system of testing that uses only audiovisual devices and mechanical responses.

If a universal "how to do it" manual of basic education is not yet available, there is a marked growth of insight among those now engaged in sharing their professional experience. The experimental and demonstration projects and their subsequent analyses will continue to catalyze the development of what is both new knowledge and art in this area of education. This process is accompanied by a growing effort to disseminate and utilize systematically the knowledge gained.

USING THE RESULTS OF EXPERIMENTS AND DEMONSTRATIONS

Because of the lengthly development of experimental and demonstration projects, which were not in full swing until 1965, and the length of time required for an average project, only recently have reports, analyses, conferences, and other devices begun to share information. No small amount of utilization has taken place, nevertheless. An example is the 2-year demonstration by the National Committee for Children and Youth, which was previously mentioned in another context. This project demonstrated how to take volunteers for military service who were rejected and enable them to pass the armed services examinations, or to get occupational training, or to go back to school. When that project was completed, the U.S. Employment Service picked up the idea and the funding required. It is now establishing similar units in five of its Youth Opportunity Centers in different parts of the country. NCCY staff is employed to train the YOC staff in the centers where the program is being installed. As a result, some of the State employment services have absorbed many of the new ideas for outreach, testing, and counseling that were developed in the experimental and demonstration project.

Some projects have lent themselves to the development of curriculum guides and instructional materials. The programed instructional materials for teaching basic literacy and geared to specific occupations which were developed in the Bedford-Stuyvesant YMCA project (TRY), and the curriculum guide developed by Newark State College in New Jersey for training subprofessional technicians to serve the mentally retarded are now both in the public domain where they may be used by anyone.

Other steps have been taken in the Office of Education to open new channels of shared information, to formalize and make more systematic both inter- and intra-agency communication on program utilization. In 1966, the Division of Manpower Training in the Bureau of Adult and Vocational Education organized a special unit to administer its responsibilities for experimental and demonstration projects. It is anticipated that the new unit will work closely with the Department of Labor to expedite the flow of reports and information from the various projects to a variety of potential users.

Potentially, the main beneficiary of the experimental and development projects will be the public school system, although many other State and local public and private agencies will also find these projects helpful. The development of new approaches to training and their adoption in the mainstream of occupational preparation will not only continue but will also be accelerated. No one should expect the development of a specific remedy for any problem, such as the Salk vaccine was for polio, but these projects are expected to contribute to a better job of training and retraining of all persons who need them.

SUMMER E & D PROJECTS

The experimental and demonstration program supported a series of summertime youth development projects in 1966 which sought to take advantage of the unique opportunity the out-of-school period offers for distinctive efforts to complement school programs for youth.

Work experience was at the center of these summer youth programs; in the experimental and demonstration projects, the work experiences were chosen and managed to support activities in teaching and to influence disadvantaged and alienated youth. Innovative features in these programs included the involvement of younger age groups (15 and under); the use of unemployed indigenous workers in new youth supervision roles; encouragement of the franchising industry to give greater opportunity to disadvantaged youth; varied work stations and special counseling designed to give youth a better understanding of vocational choice; greater family and community engagement; and new combinations of older techniques designed for a short summer program.

Various programs experimented with the 15-year age level in work experience. Some used older youth to supervise and help direct a program for 7- to 13-year-olds in recreation, cultural activity, and tutoring. An outstanding program was that managed by the Watts Labor Community Action Committee, a group organized by eight labor unions in the Watts area of Los Angeles. Union members gave instructional and staff supervision time to the project. Youth were paid for a work experience that involved a cleanup program and the conservation of various areas in the community, construction of neighborhood playgrounds, and supervision of recreational activities for a large preteen program. Similar but smaller programs were mounted in a number of other places.

It was found that such programs spread their impact in both service to and engagement of the community. Observers were impressed with the positive effects upon older youth trainees of getting experiences in supervision as well as in being supervised. The younger groups were engaged in a very formative period, when their heroes, models and habits may be more easily influenced than after they have crossed the 16-year-old threshold. Developing and recruiting for these programs also helped provide better entree into family engagement.

Action Housing, Inc., of Pittsburgh, Pa., was signally successful in combining indigenous staff, college students, and neighborhood support for a youth work program that was highly realistic and meaningful for youth below and just above the poverty line. College students of architecture did the design, involving landscaping and structures, for a number of permanent neighborhood recreation areas. They superintended the construction of their designs, which had to conform to standards of durability, esthetics, and economy. Neighborhood associations arranged for insurance and continuing maintenance.

Many programs sought, in recruitment, to engage students who had dropped out of school or who had registered their intention not to return in the fall. When fall came, however, a considerable majority of them were back in school as a result of the counseling or learning through their work experience that a return to school would be advantageous in reaching goals.

The John F. Kennedy Family Center in Boston emphasized group discussion of work experience and objectives in voluntary evening sessions that invited parents participation. These sessions encouraged individuals to reflect on their work experience and the interaction of the group. A well structured program, under a professional counselor, used high school teachers for whom counseling was not a specialty. The impact on the youth was good, but also noteworthy was the reaction of the teachers, who felt they had grown greatly in understanding the expectations, vocational images, and outlooks of the youth they had been teaching. This suggests that summer programs may be very good for inservice training of regular teachers in a broader range of knowledge.

Remedial education was not emphasized in summer programs, yet an independent consulting firm engaged to monitor some of the projects reported that, in Cleveland, Project PEACE had succeeded in giving some poor school achievers and dropouts their first positive engagement in learning. This summer program was able to draw on the staff and experience of its parent experimental and demonstration project, which has achieved a high degree of sophistication in basic education training.

Project reports, significant findings, and illustrations that may be models, have been sent to other agencies that do or may engage in summer youth programs. Suggested guidelines for conducting future summer youth projects have also been developed from the 1966 summer experimental and demonstration programs.

OPPORTUNITIES INDUSTRIALIZATION CENTERS

Will youth and adults volunteer for training and remain in training in substantial numbers without the prospect of receiving Manpower training allowances? This question has apparently been answered affirmatively in a novel program in Philadelphia known as an Opportunities Industrialization Center.

The Philadelphia OIC, which was organized by a pastor and minority group community leaders, was funded from a variety of sources, public and private, including MDTA experimental and demonstration grants and substantial contributions by members of the minority groups it serves. Industrial firms cooperated by furnishing equipment, instructors, and cash contributions. Volunteers sought out youth and adults who desired training and employment or advancement. Training was provided during the day and evenings on both a full- and part-time basis, many of those enrolled being employed or receiving public assistance. Although regular Manpower training allowances were not paid, a "Brotherhood Fund" did furnish cash to enrollees who needed funds.

The training offered by the original OIC is mainly prevocational to prepare trainees for skill training or, in some instances, immediate employment. In this effort to remedy educational deficiencies and improve personal attributes, the OIC's "feeder program" has been considered remarkably successful at stimulating motivation, fostering self-confidence, and improving morale.

The Departments of Labor and of Health, Education, and Welfare and the Office of Economic Opportunity are jointly attempting to replicate these results in a variety of local situations. OIC's were funded, late in 1966, in

Erie and Harrisburg, Pa., Washington, D.C., Roanoke, Va., Oklahoma City, Okla., Little Rock, Ark., Palo Alto, Calif., and Seattle, Wash.

"DOING MORE THAN TIME"

Several experimental and demonstration projects have been conducted in penal or correctional institutions to develop more effective vocational preparation for inmates prior to their release. The challenge is to reduce the proportion of former inmates who return to prison by fitting them, through counseling and training, for employment and a law-abiding life. Too often, for lack of a marketable skill or community acceptance, first-time offenders subsequently compile a life-long record of repeated imprisonment.

"Through MDTA Training Inmates Prepare for Employment—and Community Acceptance."

"Project Challenge" was begun in 1966 at the Lorton Youth Center, an institution for youthful offenders of the District of Columbia located at Lorton, Va., 22 miles south of Washington. Remedial education is provided with new materials developed by the School of Education, George Washington University. VISTA volunteers are also assisting this project.

Occupational training areas include automotive repair and servicing, food service, building maintenance, clerical and sales work, barbering, and interior and exterior painting. Local firms are supporting the project with gifts of equipment and asistance in both training and placement. Supportive services include individual, group, and family counseling and job development efforts that resulted in 71 jobs in the first 6 months of the program.

Of 219 inmates who applied for training, 117 had been enrolled by the end of 1966, and 67 were then in training. Of the other 50 trainees 34 had completed their training and 16 had been paroled before completion. Placed in jobs were 45 former inmates, none of whom had returned to prison by the end of the calendar year. One trainee explained his enthusiasm for the training by stating that it was his only opportunity to "do more than time" while at Lorton.

"MDTA Cook Training in Correctional Institution for Youthful Offenders."

Another ambitious program of this kind is "Project First Chance" conducted by the South Carolina Department of Corrections under titles I and II of the Manpower Development and Training Act. Inmates are being provided vocational training, family counseling, and a "half-way house" for those returning to the community. Project First Chance is particularly notable for its emphasis on evaluation of results. As the project continues, the following groups will be compared:

- Those who received vocational preparation but no other services
- Those who received vocational preparation and are utilizing only the "half-way house."
- Those who received vocational preparation and are utilizing only the family services
- Those who received vocational preparation and both auxiliary services
- Those eligible for these programs who did not participate

Extensive followup will attempt to evaluate the effectiveness of the training program in terms of reduction in crime, community adjustment of trainees, increased employability, and job satisfaction.

Chapter 6

CONTINUING EVALUATION

> *"The coexistence of job vacancies and idle workers unable to fill them represents a bitter human tragedy and an inexcusable economic waste. One of society's most creative acts is the training of the unemployed, the underemployed, or the formerly unemployable to fill those vacancies."*
>
> President LYNDON B. JOHNSON

Manpower training presents different facets to various members of the public who encounter it or think about it systematically. To employers, it is a relatively new but accepted source of competent workers. To taxpayers, legislators, and governmental administrators, it may be a cost to be watched carefully, a means of reducing unemployment, and a stimulus to economic growth. To educators, it is an opportunity to experiment, innovate, and improve professionally, while equipping youth and adults with new skills and abilities. To trainees, it is a second or last chance for basic education and needed occupational preparation. To the Nation, it is a way of developing resources of great potential, largely unrealized as yet, since despite their numbers the trainees who were served in 1966, represented a small percent of the population needing such training.

COMPLETION AND PLACEMENT

The major test of the success of Manpower training, to everyone concerned, is the extent to which trainees secure employment during or after training, or work at a higher skill level than before, and then the rate at which they continue to advance economically in the years after initial training.

Manpower trainees are seldom singled out, after training, for continuous or even intermittent individual appraisal. Few educational institutions systematically keep in touch with all their graduates through all the years to ascertain the value of their education when put to the test, despite the evident ways in which such followup data could improve the efficiency of the educational process. Feedback of this kind, however useful to educators and planners, is expensive and difficult to obtain.

Manpower training administrators do keep in touch with their graduates for a while after completion of training. Also, sample surveys are conducted to ascertain the proportion of graduates who are employed at various post-training intervals. By the end of 1966, approximately 337,000 persons had completed training in institutional training courses. At the most recent date of canvass, over three-fourths of these persons were employed. Some were recent "completors," others were "graduates" of a year earlier. A followup of graduates is made at 3-, 6-, and 12-month intervals after completion of training. Several months are required to collect, compile, and process the data.

COST OF TRAINING

The average total cost per trainee of institutional training continued to rise in 1966, but at a rate slower than in previous years (see table 3).

Table 3.—Average Training Costs,[1] Institutional Training

Fiscal year	Trainees	Institutional costs	Allowances	Institutional cost per trainee	Allowances per trainee
1963	54,436	$28,397,000	$23,850,000	$522	$438
1964	109,286	71,801,000	64,650,000	657	592
1965	166,243	125,292,000	122,623,000	754	738
1966	158,821	134,154,000	164,734,000	845	1,037

[1] Based on approval costs.

The rise was about 26 percent between fiscal years 1963 and 1964 and about 12 percent between fiscal years 1965 and 1966. The most significant trend in table 3 is the rapid rise in allowance costs, due primarily to the liberalizing effects of amendments to the Manpower Act and the increase in the average length of training.

Other important cost trends of 1966 were the declines in equipment purchases and maintenance and repair, which offset the rises in instructional services and fixed costs (mainly for rental space). Table 4 shows that equipment purchases were only 15 percent of total training costs—down from a high of 23 percent in 1963. Instructional services still account for approximately two-thirds of all training dollars.

Table 4.—Distribution of Approved Training Costs, Fiscal Year 1966[1]

	Number	Percent
Total costs	$100,113,903	100.0
Instructional services	62,301,317	62.2
Fixed charges	8,918,254	8.9
Maintenance and repair	1,155,903	1.2
Equipment purchase	15,191,745	15.2
Other (nec.)	12,546,684	12.5

[1] 10 months only.

An analysis of cost for those occupations accounting for a majority of institutional trainees shows a mixed trend (see table 5). Average costs were declining in fiscal year 1965, but the trend was reversed in 1966. This shift is probably related to the growing emphasis on providing training for the disadvantaged who need more services, to broadened allowance payments, and to rising costs generally.

Table 5.—Average Cost Per Trainee,[1] Selected Leading Occupations

Occupation	1963	1964	1965	1966
Auto body repair	$1,183	$1,127	$1,098	$1,081
Auto mechanic	1,208	1,326	1,117	1,114
Clerk, general office	301	619	599	529
Clerk-typist	423	399	532	524
Licensed practical nurse	1,066	1,359	1,193	1,330
Machine operator	727	997	889	931
Nurse's aide	123	192	158	202
Stenographer	557	608	588	660
Welder	884	996	642	848

[1] Fiscal year data based on approval costs.

Since approval costs tend to set maximum limits, actual costs are usually lower than approved costs. For example, cost per trainee averaged $848 in 1966 (see table 3) whereas estimates based on data available from a sample of completed projects yields an average of $736 per trainee.

BENEFITS OF TRAINING

While there can never be any complete or precise balancing of the costs of Manpower training with its benefits, it is manifest that both the trainee and the economy benefit when an unemployed person is enabled to get and hold a job. We need not know exactly how much both are improved to understand that the benefits, though essentially immeasurable, are nevertheless substantial. Similarly, when shortages of specific types of skilled labor are reduced or eliminated through Manpower training, we need not be able to calculate the exact gain in gross national product to comprehend that a sizable contribution to economic growth has been made.

Some individual and social benefits are measurable, however, and these selected measurements illustrate the vast benefits that undoubtedly accrue as a result of Manpower training. Consider, for example, the impact of Manpower training upon the public assistance rolls. The Welfare Administration has estimated that, in 1966 alone, 4,500 public assistance cases (Aid To Families with Dependent Children or general assistance) were closed because at least one adult family member was receiving a Manpower training allowance or had been put on a payroll after Manpower training. The number of family members in the public assistance cases closed in calendar year 1966 as a result of Manpower training totaled 18,400.

The amount of Federal, State, and local funds received in the form of public assistance payments by these 18,400 people totaled $638,000 per month. Estimates utilizing an average training cost of $750 per trainee indicate that the 4,500 public assistance cases closed in 1966 through Manpower training involved a cost of less than 6 months' public assistance payments. Although Manpower training cannot eliminate public assistance costs, clearly it can reduce them to the extent that potentially employable men and women are receiving assistance.

Important as these fiscal implications of Manpower training are at present and will be in the future, the fundamental test of the program's value remains its impact on people and on society. Efforts have been made to evaluate this aspect, too, of Manpower training.

Attitudes and Motivations of Manpower Trainees

With support from the Department of Health, Education, and Welfare, the Institute for Social Research of the University of Michigan is studying 6,000 trainees from a nationwide sample of over 300 MDTA classes. The Manpower training classes in the study are representative of the institutional courses that began between the summer of 1964 and the fall of 1965. The 6,000 trainees in these classes were given questionnaires and interviewed when they first entered the program, when they left the program and from 6 months to a year after their training program ended.

Last year's report described some of the findings from the second phase of the study, the attitudes trainees expressed at the time they completed the program. Early in 1967, the third phase, followup interviewing, was completed for the last trainees in the study. The final report will be completed in the summer of 1967. Preliminary findings from the third phase of the study suggest that most of the attitudes expressed at the completion of training remained fairly constant after the trainees had had a chance to test the program's benefits in the job world.

Six months to a year after the completion of training, trainees still indicate the very favorable feelings about the classes and the instructors that they expressed when they completed the program. There has also not been much overall change in the particular aspects of the training that the trainees have singled out to praise or criticize. The major concern the trainees had when they completed the courses was that they had not had enough opportunity to get practical experience in their classroom training; this is still the major criticism they express from the perspective of their experience in the job world.

It is significant that these generally favorable feelings about the program hold, not only for trainees who completed the program, but also for most of the trainees who dropped out. Approximately half of the dropouts contacted in the third phase of this study felt the training course had made an "important difference" in their lives. Most of these (approximately one out of three of all dropouts contacted) reported that they were then employed in work they were trained for in the MDTA class. Thus dropping out does not necessarily indicate a rejection or failure of the program.

The study is particularly interested in determining whether the motives and attitudes that trainees express when they first enroll in the program predict which trainees will be more successful in the job world after training. Because of this interest in predicting program dropout and job success, the study has followed the same trainees from the time of their first enrollment through their postprogram job history. Since the gathering of data on job experience was completed only recently, results relating attitudes and motivations to later job success are not yet available.

One final set of analyses is planned with the study data. It is apparent that training classes vary greatly in the degree to which their graduates have successful job experiences. Therefore, in addition to analyzing differences between more and less successful trainees, an analysis will also be made of differences between more and less successful classes. The success of the class will be related to such factors as the training and experience of the instructor, the types of teaching methods used, the institutional setting within which the class occurred, and the relationships between program personnel and potential employers.

Manpower training administrators do not wait, however, for all the results of research to seek ways of improving their programs. During 1966, major attention was devoted to achieving better coordination of local efforts.

MANPOWER COORDINATION PROGRAM

On October 19, 1965, the President's Committee on Manpower established a task force to recommend steps toward improved coordination of Federal manpower programs at the local level. The task force directed its attention, in particular, to Manpower training programs, the antipoverty programs, vocational education, programs under the Economic Development Act, vocational rehabilitation, and apprenticeship.

Analysis of these programs showed considerable need for improved coordination at the local level. Task force members found confusion in the minds of both the potential beneficiaries and those administering various programs. There is seldom a comprehensive and authoritative source of information at any level of Government to which a local administrator can turn for information concerning all Manpower programs in any given community.

A need for better understanding of and agreement as to the mission of the various local agencies in the manpower field was also cited by the task force. The task force found, further, that there is need for an expanded effort to bring unemployed and underemployed persons into manpower programs and thence into jobs providing regular and dignified employment and income. The task of serving persons needing this assistance is carried out by a variety of institutions in the community. The problem is how resources are assigned to existing or new institutions within the local community to carry out the component parts of a total manpower program.

The institutions now operating at the local level are many. The important education and training institutions generally are the secondary school system, the vocational and technical schools, the junior and community colleges, the vocational rehabilitation centers, the colleges and universities and other institutions, primarily of a nonprofit type, which provide training. In addition, other agencies provide manpower services. These include the public employment services, the Bureau of Apprenticeship and Training, the welfare and social work agencies, and other special groups such as churches and unions.

Task force members agreed unanimously that three-man interagency teams should continue to review problems and to facilitate the coordination of Manpower planning and operations. Each team was to include a representative from the Department of Health, Education, and Welfare, the Department of Labor and from the Office of Economic Opportunity. The task force also urged preparation of a handbook on Federal manpower programs providing detailed information on the policies of each program in the community.

On March 4, 1966, Secretary of Labor W. Willard Wirtz, as chairman of the President's Committee on Manpower, announced assignment of three-man teams to 30 major metropolitan centers to assist local groups in utilizing the manpower training resources available to the communities under the various Federal laws. The coordination teams were asked to identify all manpower programs and proposals pertinent to each community, to identify unmet needs in present programs, and to encourage groups within the community to marshal resources to provide training and jobs for the unemployed and underemployed in a manner that would make maximum use of existing facilities. They were also to call to the attention of Federal agencies any problems within particular agencies that seriously impaired the success of manpower programs in the community.

The coordination teams found a plethora of problems. In most communities coordination of local manpower programs was a major problem. In some cases, the efforts of the community action agency and the employment service were not sufficiently integrated. In some places, insufficient effort was being made to carry out the intent of the Vocational Education Act of 1963. Not enough vocational programs were being focused to serve persons with special needs. There appeared to be a need greatly to improve dissemination of information, especially to local officials. Some groups were establishing training and job development on their own instead of trying to strengthen existing programs.

The three-man coordination teams made significant headway in resolving many of these problems. Local and State officials were brought together and problems were aired and frequently resolved. The teams were often instrumental in revising the State manpower plan to take into account needs that were not recognized previously. Often the Federal representatives were able to acquaint local officials with legislation of which they were not aware and to focus attention on the need to couple or link separate programs. In some cases, Federal funds were not being used fully because of a lack of adequate communication between State and local officials. The teams were able to expedite the administration of certain programs and to clear many bottlenecks in the Federal-State-local system.

The President's Committee on Manpower is one effort within the Federal Government to improve Manpower training. In 1966, another development that promises to hold many implications for Manpower training was begun in accordance with a congressional mandate in the Vocational Education Act of 1963.

PROGRESS REPORT OF ADVISORY COUNCIL ON VOCATIONAL EDUCATION

The Vocational Education Act of 1963, authorizing Federal grants to States to assist them in strengthening and improving the quality of vocational education in the Nation, also specifies review of vocational education programs and laws at 5-year intervals. In December 1966, the Advisory Council on Vocational Education required by the act (Public Law 88-210, sec. 12) was appointed by Secretary of Health, Education, and Welfare John W. Gardner.

This 12-member council includes persons familiar with the vocational education needs of business, labor, and the public and with the administration of State and local vocational education programs. The following appointments were announced by President Johnson on November 22, 1966:[1]

Martin Essex, *Chairman*, State Superintendent of Public Instruction, Columbus, Ohio.

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[1] The 12th person is to be appointed in the near future.

James T. Harris, Vice President of the African-American Institute, New York, N.Y.

Leonard H. Rosenberg, President, The Chesapeake Life Insurance Co., Baltimore, Md.

Charles W. Patrick, President, San Diego Junior College, San Diego, Calif.

Malcolm G. Hunt, State Director of Vocational Education, Santa Fe, N. Mex.

C. Vannoy Stewart, Associate Professor of Agriculture and Head Teacher Trainer, Sam Houston State College, Huntsville, Tex.

Garth L. Mangum, Director, Manpower Policy Evaluation Project, W. E. Upjohn Institute for Employee Research, Washington, D.C.

Otto Pragan, Department of Education, AFL-CIO, Washington, D.C.

J. W. Letson, Superintendent of Schools, Atlanta, Ga.

Rupert N. Evans, Dean, College of Education, University of Illinois, Urbana, Ill.

Lela O'Toole, Dean, Division of Home Economics, Oklahoma State University, Stillwater, Okla.

The advisory council met for the first time on December 19–20, 1966, and once again in January 1967. At the second meeting, Dr. Melvin L. Barlow, Professor of Vocational Education, University of California at Los Angeles, was appointed staff director. Additional staff will be employed to assist the director and the council.

The council is required to report its findings and recommendations to the Secretary for transmittal to the President and Congress by January 1, 1968.

Chapter 7

TO EVERY MAN HIS CHANCE

> *"So then, to every man his chance—to every man regardless of his birth, his shining, golden opportunity—to every man the right to live, to work, to be himself, and to become whatever thing his manhood and his vision can combine to make him—this seeker, is the promise of America."*
>
> THOMAS WOLFE, *You Can't Go Home Again.*

In recent years, national issues have been debated and national policies framed in terms of the development of our human resources. Although in previous decades progress was thought to depend upon the wise discovery and deployment of material resources—minerals and machinery, food and fiber, etc.—we have now come to see that man is the essential prerequisite for economic advancement. It is man who shapes the material environment to serve the illimitable goals of the human spirit.

Earlier in our history, we Americans were also convinced that our material resources were without limit, so bountifully had nature stocked this wide continent. In time we came to realize that our forests, our mines, our soils—and now, even our air and water—all need prudent management, careful conservation, if our material bounty is to suffice. Now, finally, the realization is growing that the skills and talents of our people, too, must be nurtured if our economic progress is to continue and if the promise of our democracy is to be achieved.

"Above all, we must guard against any interruption of our prosperity," President Lyndon B. Johnson has written. "The steady advance of jobs and incomes is our most powerful weapon in the battle against poverty and discrimination at home. And it undergirds our policy around the world." America has embarked on this task. Federal legislation of recent years has provided many components vital to developing human resources. Many new efforts have been launched to aid education from the preschool years through graduate school and beyond. There is also a whole spectrum of occupational training and work experience legislation.

Admittedly, many factors are necessary for human resource development, yet Manpower training may be considered as one of the key elements in the total effort. Economic productivity is not the only end of education, and possibly not the primary one, but it is an essential goal. This is true of any aspect of education, however advanced, in whatever field. The ends-means link is merely obvious in direct occupational training, where it is easiest to see the intimate relationship between education, training, work, and wages.

Among the various human development programs, the Manpower Development and Training Act perhaps best illustrates the problems, trends, and experience that are going into the continuing development of a national manpower policy and a supporting policy of human resource development. This is not to suggest that this act should or could supplant any or all of the other relevant legislation; rather, the point is that the progress under this act, as it has been amended annually, is demonstrating the principles, assumptions, and requirements of human resource development within the framework of a self-governing democracy. Some major lines are emerging:

Training and retraining will be a constant necessity in an expanding technological society.

In 1962, the MDTA addressed a condition of high unemployment—nearly 7 percent—of which automation was seen to be a heavy cause. The word "automation" was used loosely then, and we have since seen that fiscal and monetary policy can assure an economic growth rate high enough to create jobs. Nevertheless, an expanding technology steadily elevates the skill level of the jobs created, constantly increasing the need for education and training. In meeting an emergency situation whose causes were not entirely clear, Manpower training has also come to fill a continuing need. Even in a full employment economy, the pace and role of technology require that more and more individuals must get training periodically throughout a working life.

MDTA experience has shown that this function of education also needs to share in public support.

The question was obvious from the beginning—how can people and their dependents live during the time it takes to get training, especially if the training should stretch into months? Should the individual alone have to make the investment, since society, too, will benefit? Heads of households at least needed an allowance and even youth required some support. Thus a principle has been established in human-resource development, that whenever education and training are necessary to make an individual self-supporting, this must be a shared social cost; for most persons it cannot be an exclusively personal one.

Basic education must be provided, if necessary, after the normal school years.

There was a time when individuals could learn jobs, even those requiring considerable manual dexterity and skill, without having much competence in basic literacy and mathematics. This is becoming increasingly more difficult. Even a custodian today needs to be able to read and write, to figure and to communicate. He has many different reagents to use on different kinds of materials; labels, instructions, manuals, and notices must be read; proportions must be calculated. Very early, Manpower programs found that it was necessary to seek the amendments which permitted basic education the reading, writing, and arithmetic that was essential to vocational training.

In the long run, it is hoped that other aid given to general education will bring more people to adult life who do not need so much remedial education. We shall still have millions in the labor force by 1975, however, with no more than an eighth grade education, and there is still a distressing gap between grade level completed and measured performance levels.

The principle is clear—short of severe mental retardation, there is a responsibility to give everybody, sooner or later, the basic competencies they need.

Except possibly in cases of severe mental or physical handicap, educational correction is possible.

The question in the past has been whether correction of educational deficiencies was possible for some people. Too often, it was assumed that laziness, lack of will or intrinsic ability, or some defect of character precluded a sizable number of people from ever getting ahead. The Manpower training programs have shown that this is largely a myth.

Education is not the whole answer, but it is of major importance and its efficiency can be drastically improved. Sociologists and psychologists have pointed out that, in depressed rural and urban areas, a certain ecology can breed disability and visit the sins of ignorance and poverty on generations of children. Nevertheless, even in some of these environments, it has been possible to take illiterates—adults buffeted by defeat and despair, and youth who found in the school environment an alien society—and still find enough resilience and ambition to accept basic education and begin the upward mobility impossible without it. Some of the experimental and demonstration projects under the Manpower Act, especially, have proved that we only know what we have *done* in education—are only beginning to learn what we *can* do.

Training must come when it is needed and must be geared to the needs of the individual.

Manpower training found that a man out of work, with a family, and in need of training or retraining, cannot wait 3 months or more until the next semester of school opens. Then, even with a subsistence allowance, he cannot take another year to learn a job, if that time can possibly be shortened. Manpower training pioneered in giving training at any time of the year—in a direct, practical, high-intensity form—to get each trainee on a payroll as soon as possible. Human resource development will never again mean less than expanding and improving on this principle of efficiency and flexibility.

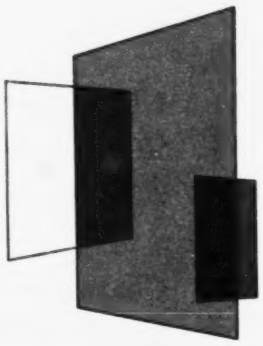
Education may sometimes require development first of the sound body before training of the mind.

Education and training are only part of the picture. Other factors must be considered. Poor health and chronic physical ailments, for example, have been identified as chief causes of inability to take or continue training. The 1966 MDTA amendments provide for more remediation from existing sources, and to supplement these further, up to $100 in Manpower funds may be expended per trainee, if necessary. This principle—long established in child care, public health services, and vocational rehabilitation—is that a person must not languish in a correctable physical disability, any more than in an educational one, if something can be done about it.

Support must extend even to rehabilitation of the offenders against society.

For years we have been apprehending individuals, all too many of them young people, for some crime or misdemeanor against society which has required their removal from it by use of a crude arithmetic that equates years spent in a penal institution as payment for a given crime. We then release them, and a high percentage—40 to 50 percent—begin the process all over again, because they tend to do the only thing they ever learned how to do and often continue to travel down the only avenues open to them.

Already, enough regular and experimental and demonstration programs have been aimed at realistic occupational training (something more than stamping license plates) for prisoners able to be released on parole and have shown that many prisoners can constructively rejoin society. Again, the 1965 amendments to MDTA enlarged this capability and launched an experiment in bonding, where certain occupations require it, that is proving to be successful.



STATISTICAL APPENDIX

Table Number ***Summary data: Approvals, enrollment, funds authorized***

A–1 Trainees and Federal funds authorized under the MDTA by fiscal year and by program, 1963–67.
A–2 Trainees and Federal funds authorized under the MDTA by State and by program cumulative August 1962–December 1966.
A–3 Number of trainees enrolled in MDTA institutional training projects by State, August 1962–December 1966, and calendar years 1966 and 1965.

Characteristics of trainees enrolled

Institutional projects:
B–1 Cumulative to date and by calendar year project started, 1966–63.
B–2 By sex, cumulative to date, 1966 and 1965.
B–3 By age, 1966 and 1965.
B–4 By year of school completed, 1966 and 1965.
B–5 By race, 1966 and 1965.
B–6 Selected characteristics by State, 1966 and 1965.
On-the-job projects:
B–7 Selected characteristics by State, 1966 and 1965.

Occupation of training

C–1 Enrollment by occupational group by calendar years, 1966–63.
C–2 Age of trainees by occupational group for 1966 and 1965.
C–3 Occupational group of training by trainee sex, race, and educational attainment for 1966 and 1965.

Basic education

D–1 Characteristics of trainees enrolled in basic education.
D–2 Selected characteristics of trainees enrolled in basic education by State, and percent of total State trainees enrolled in basic education.

Labor force status of persons completing institutional training courses

E–1 Completion and employment rate for courses ended in 1965 by State.

Urban vs. rural county of residence

Table Number
F–1 Characteristics by type of county of residence.
F–2 Occupational group of training by sex and race.

Trainees 45 years old or older

G–1 Characteristics, by sex, race, and education.
G–2 Occupational group of training by State.
G–3 Occupational group of training by trainee sex, race, and educational attainment, 1966.

Trainees in health occupations

H–1 Characteristics by sex.
H–2 Selected characteristics by State.
H–3 Occupations of training by sex and race.
H–4 Completion, employment and labor force status by State.
H–5 Hourly earnings of employed graduates.

Handicapped trainees

I–1 Characteristics by age.
I–2 Occupational group of training by trainee sex, race, and educational level attained, 1966 and 1965.

Disadvantaged Trainees

J–1 Characteristics by age.
J–2 Occupational group of training by trainee sex, race, and educational attainment, 1966 and 1965.
J–3 Enrollment by State and percent disadvantaged.

Trainees referred on an individual basis

K–1 Characteristics by sex and age.
K–2 Occupational group of training by sex and race.

Table A-1.—Trainees and Federal Funds Authorized Under the MDTA,[1] by Fiscal Year and by Program, 1963–1967[2]

Fiscal year	Total	Program		
		Institutional	On-the-job	Coupled
	Trainees (rounded to the nearest hundred)			
Total	837,900	567,600	211,600	58,600
1967[2]	147,900	71,400	54,900	21,600
1966	273,200	159,700	94,100	19,400
1965	231,800	167,100	47,000	17,600
1964	125,800	112,500	13,300	-----------
1963	59,200	56,900	2,300	-----------
	Federal funds[3] (rounded to the nearest thousand)			
Total	$1,035,539,000	$890,543,000	$89,533,000	$55,463,000
1967[2]	187,360,000	141,790,000	21,150,000	24,420,000
1966	362,662,000	307,759,000	36,921,000	17,982,000
1965	286,488,000	249,348,000	24,079,000	13,061,000
1964	146,190,000	139,658,000	6,532,000	-----------
1963	52,840,000	51,989,000	851,000	-----------

[1] Includes persons referred to institutional and on-the-job training from experimental and demonstration projects and funds authorized for their training. Does not include persons who received special services only nor funds authorized to provide the special services. Funds authorized for special services were as follows:

Fiscal year:	
1963	$2,923,000
1964	6,151,000
1965	16,744,000

[2] Through December 1966.

[3] Public Law 87-415, sec. 231, provides for non-Federal contributions in cash or in kind of not less than 10 percent of the total cost for training in institutional projects effective with the beginning of fiscal year 1967.

NOTE.—Detail may not add to totals because of rounding.

Source: Office of Financial and Management Services, Department of Labor.

Table A-2.—Trainees and Federal Funds Authorized Under the MDTA, by State and by Program[1] Cumulative August 1962–December 1966

[Funds in thousands]

State or territory	Program authorizations		Institutional		On-the-job		Coupled	
	Trainees	Total Federal[2] funds	Trainees	Funds	Trainees	Funds	Trainees	Funds
Total	837,900	$1,035,539	567,600	$890,543	211,600	$89,533	58,600	$55,463
Alabama	13,100	16,827	10,700	15,435	2,000	1,050	400	342
Alaska	2,700	5,500	2,600	5,442	(3)	10	100	48
Arizona	7,400	9,248	4,600	7,402	1,400	720	1,400	1,126
Arkansas	7,100	7,363	4,000	6,358	2,800	821	300	184
California	97,800	119,704	59,500	101,646	25,000	11,017	13,300	7,041
Colorado	7,900	11,510	5,200	9,921	2,000	921	700	668
Connecticut	21,100	13,917	15,900	10,479	3,800	2,006	1,400	1,432
Delaware	2,100	2,427	1,400	2,170	600	88	100	169
District of Columbia	10,300	8,149	6,200	5,617	3,200	1,681	900	851
Florida	18,500	19,888	13,800	17,457	3,900	1,508	800	923
Georgia	13,000	16,288	7,900	13,355	3,800	1,604	1,300	1,329
Guam	200	343	200	343	0	0	0	0
Hawaii	3,200	2,518	1,700	1,582	100	66	1,400	870
Idaho	1,600	2,879	1,200	2,452	100	112	300	315
Illinois	57,200	73,793	37,900	61,993	15,800	7,085	3,500	4,715
Indiana	13,400	18,688	9,400	15,727	2,300	1,593	1,700	1,368
Iowa	8,300	13,617	5,700	11,702	1,400	734	1,200	1,181
Kansas	8,600	13,333	5,100	12,299	2,800	750	700	284
Kentucky	15,900	25,651	12,200	24,162	3,400	1,185	300	304
Louisiana	10,200	12,646	4,100	10,138	4,700	1,723	1,400	785
Maine	10,000	6,490	7,300	5,624	2,500	580	200	286
Maryland	9,700	8,609	6,900	7,360	2,500	953	300	296
Massachusetts	25,800	33,560	20,000	29,754	4,900	2,580	900	1,226
Michigan	35,700	51,934	24,600	45,405	8,600	3,631	2,500	2,898
Minnesota	14,400	20,821	10,200	19,195	3,400	1,089	800	537
Mississippi	9,600	17,885	5,900	14,452	2,100	1,051	1,600	2,382
Missouri	18,200	25,382	14,400	23,323	3,100	1,576	700	483
Montana	2,700	4,149	2,100	3,770	400	170	200	209
Nebraska	5,800	8,559	4,800	8,147	900	333	100	79
Nevada	4,000	4,963	2,900	4,539	400	106	700	318
New Hampshire	4,400	4,061	3,100	3,639	1,200	287	100	135
New Jersey	30,800	37,790	18,200	31,313	11,600	5,365	1,000	1,112
New Mexico	3,000	4,152	2,600	3,938	300	137	100	77
New York	79,900	108,286	50,800	90,820	25,900	11,812	3,200	5,654
North Carolina	16,400	14,817	7,800	12,285	8,100	2,063	500	469
North Dakota	3,100	6,046	2,100	5,226	800	337	200	483
Ohio	38,100	49,485	28,300	42,219	6,900	3,364	2,900	3,902
Oklahoma	10,200	8,302	8,700	7,633	1,300	563	200	106
Oregon	8,700	9,646	6,400	8,444	2,100	1,070	200	132
Pennsylvania	40,600	57,512	29,300	51,678	9,600	3,770	1,700	2,064
Puerto Rico	17,300	12,409	10,700	10,804	6,600	1,598	(3)	7
Rhode Island	3,500	4,825	2,600	4,299	600	363	300	163
South Carolina	13,200	13,976	10,000	13,314	3,000	529	200	133
South Dakota	2,600	4,093	1,100	3,431	1,300	361	200	301
Tennessee	20,200	22,169	11,100	17,867	7,700	3,073	1,400	1,229
Texas	25,500	30,773	17,500	25,010	4,500	2,154	3,500	3,609
Utah	3,300	5,423	2,500	4,826	800	559	(3)	38
Vermont	3,100	4,281	2,600	3,864	400	270	100	147
Virginia	11,200	12,040	8,700	10,729	2,300	1,150	200	161
Virgin Islands	700	348	700	326	(3)	12	0	0
Washington	18,400	14,900	15,400	13,466	2,600	1,158	400	276
West Virginia	9,900	10,422	6,500	8,704	2,600	1,249	800	469
Wisconsin	17,000	20,712	11,600	17,173	3,200	1,435	2,200	2,104
Wyoming	1,200	2,427	1,000	2,276	200	110	(3)	41

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[1] Includes authorizations for trainees and funds for redevelopment areas under section 241 of the MDTA in fiscal years 1966 and 1967.

[2] Public Law 87–415, sec. 231, provides for non-Federal contributions in cash or in kind of not less than 10 percent of the total cost for training in institutional projects effective with the beginning of fiscal year 1967.

[3] Less than 50 trainees.

NOTE.—Detail may not add to totals because of rounding.

Source: Office of Financial and Management Services, Department of Labor.

Table A-3.—Number of trainees Enrolled in MDTA Institutional Training Projects by State, August 1962–December 1966, and Calendar Years 1966 and 1965

State	Cumulative, August 1962–December 1966		Calendar years	
	Total	Percent male	1966 [1]	1965
U.S. total	417,629	59.1	103,256	148,154
Alabama	8,160	49.3	1,345	2,754
Alaska	2,234	65.7	436	891
Arizona	3,611	57.4	752	1,470
Arkansas	3,191	53.2	769	1,057
California	37,897	37.7	11,139	13,372
Colorado	4,080	53.3	575	2,223
Connecticut	9,245	70.1	1,720	3,144
Delaware	992	46.8	200	292
District of Columbia	3,912	50.1	850	1,213
Florida	10,757	52.9	3,134	3,826
Georgia	6,500	50.8	1,902	2,647
Guam	141	56.7	30	111
Hawaii	914	27.2	226	235
Idaho	953	45.4	177	361
Illinois	31,253	50.8	7,594	11,430
Indiana	9,298	65.9	1,465	3,517
Iowa	3,788	70.7	1,071	1,076
Kansas	3,913	57.9	930	1,636
Kentucky	11,491	59.4	1,124	3,147
Louisiana	3,431	54.9	1,622	1,753
Maine	4,503	52.7	1,035	1,312
Maryland	3,729	63.3	1,071	1,511
Massachusetts	16,139	70.9	4,939	5,753
Michigan	21,341	57.4	4,700	8,629
Minnesota	8,595	62.0	3,391	3,688
Mississippi	3,171	84.5	1,465	1,095
Missouri	11,433	56.5	2,092	3,765
Montana	1,663	73.9	504	520
Nebraska	3,142	59.5	884	1,223
Nevada	2,049	41.5	274	692
New Hampshire	2,620	57.9	439	842
New Jersey	8,531	60.6	2,572	2,089
New Mexico	1,927	44.4	380	607
New York	34,029	51.8	8,504	12,626
North Carolina	4,988	70.7	1,809	1,471
North Dakota	1,201	62.3	126	478
Ohio	20,345	63.5	5,354	7,821
Oklahoma	5,492	60.1	886	1,505
Oregon	4,978	52.5	1,122	2,044
Pennsylvania	24,740	76.5	5,881	8,044
Puerto Rico	8,420	84.6	822	3,129
Rhode Island	1,887	74.2	515	678
South Carolina	8,661	55.9	1,581	3,000
South Dakota	764	73.6	229	273
Tennessee	9,270	72.4	2,032	3,359
Texas	13,849	64.4	4,883	3,458
Utah	2,199	57.3	684	542
Vermont	1,640	71.5	447	556
Virginia	6,029	59.9	1,018	57
Virgin Islands	225	20.0	98	2,034
Washington	11,861	71.6	3,580	4,904
West Virginia	4,799	67.6	772	1,763
Wisconsin	7,025	74.2	2,004	2,308
Wyoming	623	44.1	102	223

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[1] 1966 enrollment in MDTA institutional projects estimated to be about 163,000. Data tabulated are based on 1966 reports processed through January 1967.

Table B-1.—Characteristics of Trainees Enrolled in MDTA Institutional Projects, Cumulative to Date and by Calendar Year Project Started

Characteristics	Cumulative through 1966[1]	1966	1965	1964	1963
Number reports processed	417,629	103,256	148,154	102,543	58,417
Percent					
Sex:					
Male	59.1	56.7	59.0	60.2	60.3
Female	40.9	43.3	41.0	39.8	39.7
Family status:					
Head of family	53.2	54.0	51.3	52.9	55.8
Other	46.8	46.0	48.7	47.1	44.2
Education:					
Less than 8 years	6.7	6.8	7.3	7.7	3.4
8 years	9.5	9.9	10.1	9.5	7.2
9 to 11 years	34.4	36.3	35.5	33.1	31.3
12 years	43.2	41.2	41.5	43.5	49.2
More than 12 years	6.3	5.7	5.6	6.2	8.9
Years of gainful employment:					
Less than 3	38.7	38.5	43.7	38.4	28.6
3 to 9	37.0	37.4	34.2	36.5	43.9
10 or more	24.3	24.1	22.0	25.0	27.6
Number of dependents:					
0	45.8	48.5	47.0	43.9	42.1
1	15.6	14.9	15.1	16.1	17.2
2	13.6	12.2	13.3	14.2	15.3
3	9.9	9.1	9.7	10.4	11.2
4	6.3	6.2	6.1	6.4	6.6
5 and over	8.8	9.2	8.8	9.0	7.6
Wage earner status:					
Primary	61.4	67.5	58.8	57.7	62.5
Other	38.6	32.5	41.2	42.3	37.5
Eligible for allowance:					
Yes—regular	35.1	31.4	23.7	43.6	51.9
—youth	13.5	13.3	16.2	13.3	6.9
—augmented	22.8	37.4	33.3	6.8	.8
Not eligible	28.7	17.9	26.8	36.3	40.4
Unemployment insurance claiment status:					
Yes	16.9	12.4	14.6	18.0	26.7
No	83.1	87.6	85.4	82.0	73.3

Characteristics	Cumulative through 1966[1]	1966	1965	1964	1963
Public assistance status:					
Yes	10.5	11.6	11.3	9.7	8.6
No	89.5	88.4	88.7	90.3	91.4
Prior employment status:					
Unemployed	86.3	80.8	85.9	89.5	90.6
Family farm worker	1.5	.8	1.6	2.3	1.2
Reentrant to labor force	2.3	3.4	3.7	.7	.1
Underemployed	9.8	14.9	8.8	7.4	8.0
Duration of unemployment:					
Less than 5 weeks	32.5	35.7	33.4	31.5	27.6
5 to 14 weeks	23.4	23.2	23.0	23.1	24.4
15 to 26 weeks	13.3	13.2	12.9	12.7	15.0
27 to 52 weeks	10.8	9.8	10.7	10.9	12.4
Over 52 weeks	20.1	18.1	20.1	21.7	20.5
Prior military service:					
Veteran	15.8	17.4	12.7	16.3	17.8
Peacetime service	7.6	6.3	12.4	7.0	.6
Rejectee	2.8	4.6	3.8	1.1	.1
Other nonveteran	73.8	71.8	71.1	75.6	81.5
Handicapped:					
Yes	7.8	9.0	7.9	7.1	6.3
No	92.2	91.0	92.1	92.9	93.7
Race:					
White	65.9	60.0	64.4	69.4	72.8
Negro	32.0	37.7	33.4	28.7	25.4
Other nonwhite	2.1	2.3	2.2	1.9	1.8
Age:					
Under 19	15.5	14.6	19.3	15.7	8.5
19 to 21	23.4	22.6	24.1	23.9	22.4
22 to 34	34.7	35.6	32.4	33.6	40.3
35 to 44	15.9	15.9	14.4	16.3	18.6
45 and over	10.4	11.2	9.8	10.5	10.2

[1] Includes trainees enrolled in 1962 and those with undated reports.

NOTE.—Percents may not add to 100 due to rounding.

Table B–2.—Characteristics of Trainees Enrolled in MDTA Institutional Projects Started During Calendar Years 1966 and 1965 and Cumulative to Date by Sex

Characteristics	Cumulative through 1966		1966		1965	
	Male	Female	Male	Female	Male	Female
Number	246, 976	170, 653	58, 523	44, 733	87, 397	60, 757
Percent of total	59. 1	40. 9	56. 7	43. 3	59. 0	41. 0
Percent						
Family status:						
Head of family	61. 7	41. 0	60. 2	45. 8	57. 9	41. 9
Other	38. 3	59. 0	39. 8	54. 2	42. 1	58. 1
Education:						
Less than 8 years	9. 0	3. 2	9. 1	3. 7	10. 1	3. 3
8 years	12. 1	5. 7	12. 6	6. 4	13. 0	6. 1
9 to 11 years	36. 9	30. 9	38. 8	33. 2	37. 5	32. 6
12 years	36. 9	52. 3	34. 8	49. 7	35. 0	50. 8
More than 12 years	5. 2	7. 8	4. 7	7. 0	4. 4	7. 3
Years of gainful employment:						
Less than 3	31. 5	49. 0	31. 1	48. 2	36. 8	53. 8
3 to 9	37. 9	35. 8	38. 2	36. 2	35. 2	32. 9
10 or more	30. 6	15. 2	30. 6	15. 6	28. 1	13. 4
Number of dependents:						
0	38. 5	56. 3	43. 1	55. 6	41. 5	54. 8
1	14. 9	16. 7	13. 2	17. 0	13. 7	17. 2
2	14. 7	11. 9	12. 8	11. 4	14. 0	12. 4
3	11. 8	7. 3	10. 5	7. 2	11. 2	7. 5
4	7. 9	3. 9	7. 7	4. 2	7. 5	4. 1
5 and over	12. 1	4. 0	12. 7	4. 6	12. 1	4. 1
Wage earner status:						
Primary	70. 4	48. 3	75. 6	56. 9	66. 1	48. 3
Other	29. 6	51. 7	24. 4	43. 1	33. 9	51. 7
Eligible for allowances:						
Yes—regular	41. 1	26. 3	34. 9	26. 8	26. 2	20. 1
—youth	12. 5	14. 8	10. 9	16. 5	14. 7	18. 2
—augmented	26. 9	17. 0	44. 1	28. 5	39. 8	24. 1
Not eligible	19. 6	41. 9	10. 0	28. 2	19. 3	37. 6
Unemployment insurance claimant status:						
Yes	21. 7	10. 0	16. 4	7. 2	18. 6	8. 7
No	78. 3	90. 0	83. 6	92. 8	81. 4	91. 3
Public assistance status:						
Yes	8. 4	13. 7	8. 6	15. 5	9. 0	14. 5
No	91. 6	86. 3	91. 4	84. 5	91. 0	85. 5
Prior employment status:						
Unemployed	37. 0	85. 3	83. 0	78. 1	87. 2	83. 9
Family farm worker	2. 4	. 2	1. 3	. 2	2. 6	. 2
Reentrant to labor force	. 7	4. 7	. 9	6. 7	1. 3	7. 2
Underemployed	9. 8	9. 7	14. 8	15. 1	8. 9	8. 7
Duration of unemployment:						
Less than 5 weeks	37. 0	25. 7	41. 4	27. 9	38. 2	26. 2
5 to 14 weeks	26. 4	18. 9	26. 0	19. 3	25. 5	19. 2
15 to 26 weeks	13. 8	12. 6	13. 3	12. 9	13. 1	12. 5
27 to 52 weeks	10. 0	12. 0	8. 6	11. 6	9. 7	12. 1
Over 52 weeks	12. 8	30. 8	10. 8	28. 2	13. 4	30. 1
Prior military service:						
Veteran	25. 6	1. 0	29. 5	1. 0	20. 5	1. 0
Peacetime service	11. 5	1. 8	10. 8	. 2	19. 6	1. 6
Rejectee	4. 6	. 1	7. 9	. 1	6. 3	. 1
Other nonveteran	58. 4	97. 2	51. 9	98. 7	53. 6	97. 3
Handicapped:						
Yes	10. 6	3. 7	12. 5	4. 4	10. 7	3. 9
No	89. 4	96. 3	87. 5	95. 6	89. 3	96. 1
Race:						
White	70. 4	59. 3	64. 8	53. 5	69. 5	57. 0
Negro	27. 2	38. 9	32. 5	44. 6	28. 0	41. 4
Other nonwhite	2. 4	1. 8	2. 7	1. 9	2. 5	1. 7
Age:						
Under 19	15. 3	15. 8	15. 0	14. 2	19. 2	19. 3
19 to 21	23. 6	23. 1	21. 8	23. 7	24. 1	24. 1
21 to 34	37. 5	30. 8	38. 8	31. 4	34. 7	29. 1
35 to 44	14. 4	18. 2	14. 9	17. 3	13. 0	16. 5
45 and over	9. 2	12. 1	9. 6	13. 4	9. 0	11. 0

Note.—Percents may not add to 100 due to rounding.

Table B-3.—Characteristics of Trainees Enrolled in MDTA Institutional Projects Started During Calendar Years 1966 and 1965 by Age

Characteristics	1966					1965				
	Total	Under 19	19–21	22–44	45 and over	Total	Under 19	19–21	22–44	45 and over
Number	103,256	15,121	23,350	53,181	11,604	148,154	28,570	35,684	69,395	14,505
Percent of total	100.0	14.6	22.6	51.5	11.2	100.0	19.3	24.1	46.8	9.8
Percent										
Sex:										
Male	56.7	57.9	54.6	59.1	48.4	59.0	58.9	59.0	60.1	54.0
Female	43.3	42.1	45.4	40.9	51.6	41.0	41.1	41.0	39.9	46.0
Family status:										
Head of family	54.0	12.5	32.3	72.1	68.2	51.3	10.9	32.9	73.2	71.2
Other	46.0	87.5	67.7	27.9	31.8	48.7	89.1	67.1	26.8	28.8
Education:										
Less than 8 years	6.8	5.4	3.5	7.0	14.2	7.3	6.8	4.0	7.1	17.8
8 years	9.9	11.6	6.9	9.2	16.6	10.1	12.7	7.5	9.4	15.2
9 to 11 years	36.3	42.4	37.8	35.9	27.5	35.5	40.9	39.0	33.5	25.4
12 years	41.2	40.0	47.4	41.0	31.8	41.5	39.1	45.4	42.5	32.0
More than 12 years	5.7	.5	4.4	6.9	9.8	5.6	.5	4.1	7.5	9.7
Years of gainful employment:										
Less than 3	38.5	90.5	73.5	15.8	5.8	43.7	92.9	74.4	16.1	5.9
3 to 9	37.4	9.4	26.3	53.0	23.6	34.2	7.0	25.3	52.4	22.0
10 or more	24.1	.1	.3	31.1	70.6	22.0	.1	.3	31.5	72.1
Number of dependents:										
0	48.5	85.4	67.4	31.0	42.7	47.0	84.7	63.7	26.1	31.9
1	14.9	9.7	16.8	14.0	21.7	15.1	9.6	17.2	14.4	23.9
2	12.2	3.8	10.6	15.2	12.5	13.3	4.2	12.3	17.1	15.7
3	9.1	.7	3.9	13.9	8.2	9.7	1.0	4.9	15.6	9.9
4	6.2	.2	1.0	10.2	5.6	6.1	.3	1.3	10.9	6.3
5 and over	9.2	.2	.3	15.6	9.3	8.8	.3	.6	15.8	12.3
Wage earner status:										
Primary	67.5	25.4	51.4	83.7	80.9	58.8	17.0	42.4	79.9	80.5
Other	32.5	74.6	48.6	16.3	19.1	41.2	83.0	57.6	20.1	19.5
Eligible for allowance:										
Yes—regular	31.4	18.1	32.8	32.8	39.5	23.7	10.3	22.3	27.5	35.4
—youth	13.3	43.9	30.5	--------	--------	16.2	41.3	34.0	0	0
—augmented	37.4	6.8	20.7	52.1	43.3	33.3	5.1	17.7	51.2	42.2
Not eligible	17.9	31.2	16.0	15.1	17.2	26.8	43.2	26.1	21.3	22.4
Unemployment insurance claimant status:										
Yes	12.4	1.8	7.3	16.7	16.7	14.6	2.4	11.0	20.3	19.6
No	87.6	98.2	92.7	83.3	83.3	85.4	97.6	89.0	79.7	80.4
Public assistance status:										
Yes	11.6	6.3	6.7	15.1	12.3	11.3	5.8	7.1	15.5	12.1
No	88.4	93.7	93.3	84.9	87.7	88.7	94.2	92.9	84.5	87.9
Prior employment status:										
Unemployed	80.8	83.5	82.5	79.8	78.8	85.9	87.1	87.9	85.1	82.0
Family farm worker	.8	.6	.4	.9	1.6	1.6	.6	.8	1.7	5.0
Reentrant to labor force	3.4	2.4	2.0	3.5	6.9	3.7	4.9	2.0	3.6	6.0
Underemployed	14.9	13.5	14.9	15.8	12.7	8.8	7.4	9.2	9.5	6.8
Duration of unemployment:										
Less than 5 weeks	35.7	38.5	41.4	34.8	24.7	33.4	26.2	37.1	33.0	24.5
5 to 14 weeks	23.2	22.1	24.0	23.8	20.3	23.0	21.1	24.5	23.5	19.7
15 to 26 weeks	13.2	11.0	12.3	13.9	14.6	12.9	10.8	12.5	13.8	13.5
27 to 52 weeks	9.8	8.1	8.6	10.4	12.1	10.7	9.6	9.9	11.0	13.5
Over 52 weeks	18.1	20.3	13.7	17.2	28.3	20.1	24.0	16.1	18.7	28.9
Prior military service:										
Veteran	17.4	.5	3.8	25.4	27.8	12.7	.1	.3	20.7	27.7
Peacetime service	6.3	1.1	6.0	9.0	.7	12.4	3.2	13.2	17.6	2.5
Rejectee	4.6	2.4	10.6	3.4	1.2	3.8	2.9	7.0	3.1	1.7
Other nonveteran	71.8	96.0	79.6	62.2	70.3	71.1	93.9	79.5	58.6	68.1
Handicapped:										
Yes	9.0	4.9	6.8	9.5	16.9	7.9	5.0	6.0	8.6	14.6
No	91.0	95.1	93.2	90.5	83.1	92.1	95.0	94.0	91.4	85.4
Race:										
White	60.0	62.0	56.3	58.0	73.6	64.4	64.3	58.4	64.6	78.0
Negro	37.7	35.0	41.1	39.8	24.8	33.4	33.9	39.2	33.0	20.6
Other nonwhite	2.3	3.0	2.6	2.2	1.6	2.2	1.9	2.4	2.4	1.4

NOTE.—Percents may not add to 100 due to rounding.

Table B–4.—Characteristics of Trainees Enrolled in MDTA Institutional Projects Started During Calendar Years 1966 and 1965 by Year of School Completed

Characteristics	Years of school completed							
	1966				1965			
	8 and under	9–11	12	Over 12	8 and under	9–11	12	Over 12
Number reporting education	16,980	36,973	41,955	5,814	25,574	51,876	60,696	8,139
Percent of total	16.7	36.3	41.2	5.7	17.5	35.5	41.5	5.6
Percent								
Sex:								
Male	73.9	60.5	47.8	46.9	77.9	62.4	49.8	46.6
Female	26.1	39.5	52.2	53.1	22.1	37.6	50.2	53.4
Family status:								
Head of household	64.0	57.2	47.4	52.5	61.7	54.0	44.7	51.5
Other	36.0	42.8	52.6	47.5	38.3	46.0	55.3	48.5
Years of gainful employment:								
Less than 3 years	29.2	40.3	42.3	26.4	35.9	47.3	46.0	29.1
3 to 9 years	31.2	37.8	38.7	44.2	27.2	34.0	36.4	41.5
10 or more years	39.6	21.9	19.0	29.3	36.9	18.7	17.6	29.4
Number of dependents:								
0	39.5	44.1	55.5	51.4	37.5	43.1	54.1	48.1
1	14.1	15.9	14.3	14.9	13.5	16.4	14.5	15.8
2	11.2	13.6	11.4	12.2	12.6	14.8	12.2	14.1
3	9.5	10.1	8.1	9.2	10.5	10.6	8.6	9.3
4	8.0	6.8	5.0	5.6	7.9	6.5	5.1	6.1
5 and over	17.8	9.5	5.8	6.7	17.9	8.6	5.4	6.7
Wage earner status:								
Primary	75.2	69.9	62.3	69.4	67.4	60.7	53.2	62.3
Other	24.8	30.1	37.7	30.6	32.6	39.3	46.8	37.7
Eligible for allowance:								
Yes—regular	30.7	30.3	32.7	33.8	22.7	23.0	24.3	28.3
—youth	12.1	14.2	14.4	3.2	18.4	19.9	13.7	2.5
—augmented	45.4	39.6	32.4	37.8	43.5	34.9	28.2	32.3
Not eligible	11.9	16.0	20.5	25.2	15.5	22.3	33.8	36.9
Unemployment insurance claimant status:								
Yes	11.8	11.7	13.0	14.1	11.6	13.4	16.3	18.2
No	88.2	88.3	87.0	85.9	88.4	86.6	83.7	81.8
Public assistance status:								
Yes	17.8	14.0	7.9	5.0	17.0	13.9	7.3	5.6
No	82.2	86.0	92.1	95.0	83.0	86.1	92.7	94.4
Prior employment status:								
Unemployed	84.7	82.9	78.6	74.1	86.4	88.3	84.4	79.8
Family farm worker	2.2	.6	.5	.4	5.4	.8	.8	.3
Reentrant to labor force	1.9	2.7	3.7	10.2	2.9	3.4	3.8	8.0
Underemployed	11.3	13.9	17.3	15.3	5.3	7.5	11.0	11.8
Duration of unemployment:								
Less than 5 weeks	33.2	35.3	37.3	35.6	31.4	32.5	35.3	32.0
5 to 14 weeks	22.3	23.9	23.2	21.7	21.7	23.1	23.6	22.3
15 to 26 weeks	13.3	13.5	12.7	14.0	12.3	13.2	12.6	14.1
27 to 52 weeks	10.5	9.6	9.7	10.4	10.4	11.0	10.4	11.7
Over 52 weeks	20.7	17.7	17.1	18.3	24.2	20.2	18.1	19.9
Prior military service:								
Veteran	20.3	16.1	16.4	24.0	17.2	11.4	10.9	20.7
Peacetime	3.7	6.0	7.7	5.5	7.4	12.4	14.8	10.9
Rejectee	7.5	5.4	3.1	2.0	6.6	4.7	2.2	1.7
Other nonveteran	68.5	72.5	72.8	68.5	68.9	71.5	72.1	66.7
Handicapped:								
Yes	14.4	8.3	7.5	8.8	11.9	7.5	6.5	7.9
No	85.6	91.7	92.5	91.2	88.1	92.5	93.5	92.1
Race:								
White	64.5	54.2	62.5	69.9	68.2	58.2	67.9	69.5
Negro	32.3	43.3	35.6	28.6	28.3	39.4	30.6	28.8
Other nonwhite	3.2	2.6	1.9	1.4	3.5	2.4	1.5	1.7
Age:								
Under 19	15.0	17.0	14.2	1.3	21.4	22.3	18.2	1.7
19 to 21	14.0	23.4	25.8	17.4	15.7	26.3	26.1	17.5
22 to 34	28.5	36.4	37.4	39.5	24.9	32.3	34.9	40.3
35 to 44	21.7	14.5	13.9	22.5	19.3	12.2	13.2	23.3
45 and over	20.8	8.5	8.7	19.3	18.5	7.0	7.6	17.1

NOTE.—Percents may not add to 100 due to rounding.

Table B-5.—Characteristics of Trainees Enrolled in MDTA Institutional Projects Started During Calendar Years 1966 and 1965 by Race

Characteristics	1966						1965					
	White			Nonwhite			White			Nonwhite		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Number, race obtained	56,663	34,911	21,752	37,846	18,955	18,891	87,334	55,762	31,572	48,314	24,475	23,839
Percent of total	60.0	61.6	38.4	40.0	50.1	49.9	64.4	63.8	36.2	35.6	50.7	49.3
Percent												
Family status:												
Head of family	53.6	61.7	40.6	55.8	59.6	52.0	51.9	59.5	38.5	52.2	57.0	47.3
Other	46.4	38.3	59.4	44.2	40.4	48.0	48.1	40.5	61.5	47.8	43.0	52.7
Education:												
Less than 8 years	6.3	8.4	2.9	6.9	9.5	4.3	6.9	9.3	2.8	7.3	10.9	3.7
8 years	11.3	14.3	6.4	7.7	9.4	6.0	11.1	13.9	6.1	8.0	10.4	5.6
9 to 11 years	32.3	34.3	29.2	41.5	46.2	36.8	31.6	33.1	29.0	41.5	46.9	36.0
12 years	43.4	37.7	52.5	39.5	30.9	48.1	44.4	38.9	53.9	38.3	28.3	48.7
More than 12 years	6.7	5.3	9.0	4.4	3.9	4.9	6.0	4.8	8.2	4.8	3.6	6.1
Years of gainful employment:												
Less than 3	35.8	29.1	46.5	40.8	32.3	49.3	39.8	34.2	49.8	48.3	39.3	57.5
3 to 9	37.6	37.8	37.3	37.8	40.0	35.6	35.5	36.0	34.7	33.2	35.0	31.4
10 or more	26.6	33.1	16.2	21.4	27.7	15.1	24.6	29.8	15.5	18.5	25.7	11.1
Number of dependents:												
0	50.3	42.1	63.3	44.8	42.7	46.9	47.5	40.4	60.0	44.4	41.3	47.6
1	14.1	13.9	14.4	16.1	12.4	19.8	14.5	14.2	14.9	16.7	13.3	20.2
2	12.0	13.4	9.6	12.7	12.1	13.3	13.4	14.8	11.0	13.6	13.0	14.2
3	9.0	10.7	6.2	9.6	10.8	8.4	9.9	11.5	7.0	9.7	11.0	8.3
4	6.1	7.8	3.4	6.5	7.8	5.2	6.3	7.7	3.9	6.1	7.6	4.6
5 and over	8.6	12.0	3.1	10.2	14.1	6.3	8.5	11.4	3.3	9.5	13.9	5.1
Wage earner status:												
Primary	67.4	76.5	52.6	69.2	76.3	62.1	59.9	67.6	46.3	59.1	65.9	52.1
Other	32.7	23.5	47.4	30.8	23.7	37.9	40.1	32.4	53.7	40.9	34.1	47.9
Eligible for allowance:												
Yes—regular	32.7	35.5	28.3	29.9	34.4	25.5	25.3	27.7	21.0	22.1	24.5	19.6
—youth	10.0	9.0	11.8	17.3	13.7	20.9	11.5	11.6	11.2	23.6	20.8	26.5
—augmented	38.2	45.4	26.5	37.8	44.1	31.4	34.3	40.5	23.4	32.9	39.9	25.7
Not eligible	19.0	10.1	33.4	15.0	7.8	22.2	28.9	20.1	44.4	21.4	14.8	28.2
Unemployment insurance claimant status:												
Yes	14.8	18.6	8.8	9.6	13.6	5.6	17.6	21.3	11.0	10.5	14.5	6.4
No	85.2	81.4	91.2	90.4	86.4	94.4	82.4	78.7	89.0	89.5	85.5	93.6
Public assistance status:												
Yes	9.1	7.6	11.4	15.3	10.4	20.2	8.9	7.5	11.4	15.6	12.9	18.4
No	90.9	92.4	88.6	84.7	89.6	79.8	91.1	92.5	88.6	84.4	87.1	81.6
Prior employment status:												
Unemployed	81.0	82.9	77.8	80.7	83.2	78.2	85.5	87.4	82.1	87.7	88.7	86.5
Family farm worker	1.0	1.5	.1	.6	.9	.3	1.7	2.6	.2	1.0	1.7	.2
Reentrant to labor force	4.1	1.0	9.0	2.3	.7	3.9	4.0	.9	9.4	2.3	1.0	3.7
Underemployed	14.0	14.6	13.0	16.4	15.1	17.6	8.8	9.1	8.3	9.1	8.6	9.7
Duration of unemployment:												
Less than 5 weeks	37.8	43.1	28.9	33.4	39.0	27.4	35.8	40.6	26.9	29.5	33.3	25.6
5 to 14 weeks	23.5	26.3	18.8	22.9	25.6	20.1	24.1	26.2	20.1	21.7	24.8	18.5
15 to 26 weeks	13.1	13.3	12.8	13.5	13.8	13.1	12.7	12.8	12.4	13.3	13.9	12.8
27 to 52 weeks	9.2	7.9	11.4	10.8	9.5	12.2	10.1	9.3	11.6	11.8	10.7	13.1
Over 52 weeks	16.3	9.4	28.2	19.4	12.2	27.2	17.3	11.1	29.0	23.6	17.4	30.1
Prior military service:												
Veteran	21.1	32.8	1.6	13.0	25.3	.3	14.7	21.9	1.5	10.1	19.3	.3
Peacetime service	8.1	12.8	.2	3.9	7.6	.2	15.4	22.6	2.2	7.7	14.0	1.0
Rejectee	4.5	7.1	.1	4.8	9.4	.1	3.7	5.7	.1	4.2	7.9	.1
Other nonveteran	66.3	47.3	98.1	78.3	57.8	99.4	66.1	49.8	96.3	78.0	58.8	98.6
Handicapped:												
Yes	11.5	15.1	5.7	5.7	8.3	3.1	9.8	12.5	4.9	4.8	7.1	2.5
No	88.5	84.9	94.3	94.3	91.7	96.9	90.2	87.5	95.1	95.2	92.9	97.5
Age:												
Under 19	14.5	14.4	14.7	13.3	13.9	12.7	18.2	18.1	18.5	18.3	18.2	18.4
19 to 21	21.1	21.3	20.9	24.6	22.2	26.9	21.9	23.4	19.4	28.2	26.1	30.5
22 to 34	33.2	37.9	25.8	40.0	41.8	38.2	31.9	35.5	25.6	34.9	35.3	34.5
35 to 44	17.0	15.5	19.5	14.6	14.4	14.8	15.9	13.5	20.3	12.5	12.8	12.1
45 and over	14.1	10.9	19.1	7.6	7.7	7.5	12.0	9.6	16.2	6.1	7.6	4.5

NOTE.—Percents may not add to 100 due to rounding.

Table B–6, Part A.—Selected Characteristics of Trainees Enrolled in MDTA in Institutional Projects by State, Calendar Year 1966

State	Total number	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	103, 256	56.7	60.0	54.0	16.7	46.9	37.2	11.2	41.1
Alabama	1, 345	58.1	44.7	51.6	16.9	49.7	44.5	5.3	37.6
Alaska	436	66.5	70.8	46.1	13.0	66.6	29.8	7.6	41.7
Arizona	752	57.3	71.9	51.6	31.5	20.4	52.2	8.0	36.8
Arkansas	769	52.9	75.7	53.9	11.8	66.3	37.7	10.9	37.1
California	11, 139	50.4	61.7	60.3	13.3	50.2	27.8	14.9	49.9
Colorado	575	41.7	83.2	69.3	22.3	49.4	16.4	18.1	36.8
Connecticut	1, 720	53.4	47.2	42.6	30.9	28.3	37.8	12.5	36.3
Delaware	200	12.0	49.7	39.5	9.6	54.0	19.0	23.0	53.9
District of Columbia	850	42.8	13.4	48.9	13.7	64.8	28.6	14.7	42.6
Florida	3, 134	51.1	49.1	66.4	16.6	46.9	37.4	11.3	29.2
Georgia	1, 902	52.0	44.9	59.8	14.8	46.8	31.8	8.4	34.3
Guam	30	90.0	5.3	41.4	26.7	20.0	76.7	0	29.2
Hawaii	226	33.2	21.7	17.7	2.7	74.2	70.0	4.9	54.7
Idaho	177	36.7	93.2	87.9	34.3	34.9	22.0	14.7	29.7
Illinois	7, 594	44.0	35.3	56.3	19.7	39.0	32.8	12.2	54.6
Indiana	1, 465	54.2	56.8	67.4	16.4	44.1	20.8	12.9	39.9
Iowa	1, 071	68.0	91.6	53.1	16.2	51.5	43.4	5.3	26.3
Kansas	930	57.3	65.6	83.5	16.3	50.6	16.3	17.3	28.4
Kentucky	1, 124	66.9	92.5	40.8	25.4	54.3	64.5	5.3	41.8
Louisiana	1, 622	46.7	50.0	42.4	14.1	58.6	59.0	16.6	43.7
Maine	1, 035	45.9	99.4	38.7	22.0	49.9	50.7	13.0	36.7
Maryland	1, 071	56.9	34.0	46.0	21.1	35.6	41.3	6.9	46.4
Massachusetts	4, 939	63.9	76.3	49.1	24.9	36.6	36.4	17.5	37.5
Michigan	4, 700	46.3	45.6	50.2	13.2	49.9	39.3	9.2	47.2
Minnesota	3, 391	61.8	91.2	47.2	10.9	61.1	43.3	10.9	46.8
Mississippi	1, 465	75.9	49.6	72.6	22.9	39.0	30.8	10.1	31.4
Missouri	2, 092	54.6	57.4	64.2	22.9	35.9	33.1	10.2	39.6
Montana	504	84.5	94.1	81.4	24.9	51.0	25.2	18.7	17.9
Nebraska	884	61.8	82.8	62.7	10.0	54.8	33.0	12.1	35.7
Nevada	274	22.3	68.5	59.2	8.1	54.5	24.1	22.3	48.7
New Hampshire	439	73.1	99.5	48.3	16.9	55.2	39.4	10.7	24.2
New Jersey	2, 572	55.1	56.8	44.2	15.6	49.0	25.7	20.4	38.5
New Mexico	380	42.4	91.3	38.2	9.0	64.2	49.7	8.7	35.1
New York	8, 504	50.9	36.8	60.8	11.9	38.8	37.2	9.9	43.3
North Carolina	1, 809	72.4	49.9	54.7	23.2	40.7	36.6	8.7	25.3
North Dakota	126	65.1	99.2	61.1	20.8	51.2	46.1	9.5	21.9
Ohio	5, 354	64.2	57.7	33.6	13.4	48.0	54.6	5.7	42.1
Oklahoma	886	70.2	73.8	59.8	9.4	59.7	16.9	11.3	35.3
Oregon	1, 122	58.8	93.4	52.5	17.5	51.0	34.4	12.7	30.3
Pennsylvania	5, 881	72.1	61.3	53.4	7.3	58.0	34.7	8.5	42.0
Puerto Rico	822	78.2	72.0	88.2	22.8	47.7	21.5	7.4	56.5
Rhode Island	515	57.5	90.0	44.2	12.2	59.2	32.6	15.5	34.9
South Carolina	1, 581	47.2	41.9	56.1	40.1	27.8	27.8	14.5	33.7
South Dakota	229	65.9	94.3	39.4	21.3	42.5	63.7	7.0	37.7
Tennessee	2, 032	68.5	56.4	62.2	27.5	39.6	35.9	10.5	40.0
Texas	4, 883	62.4	66.5	46.5	14.4	53.7	54.4	3.2	28.8
Utah	684	50.0	94.1	53.8	6.7	53.3	42.1	12.7	43.4
Vermont	447	62.4	99.8	45.0	25.6	47.3	46.5	13.4	30.7
Virginia	1, 018	49.7	78.6	66.2	33.3	38.0	27.9	13.9	38.8
Virgin Islands	98	23.5	2.5	30.6	11.2	58.2	45.9	3.1	57.1
Washington	3, 580	57.0	79.6	51.8	14.7	49.4	35.3	14.4	43.7
West Virginia	772	64.8	90.5	68.5	31.8	36.7	15.4	12.8	61.6
Wisconsin	2, 004	69.8	69.6	37.5	11.2	49.6	59.0	7.8	45.7
Wyoming	102	49.0	96.0	68.3	7.9	56.8	29.4	3.9	37.3

Table B–6, Part B.—Selected Characteristics of Trainees Enrolled in MDTA in Institutional Projects by State, Calendar Year 1965

State	Total number	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	148,154	59.0	64.4	51.3	17.4	47.1	43.4	9.8	43.6
Alabama	2,754	47.5	69.8	53.1	10.8	56.5	34.1	6.6	45.8
Alaska	891	68.8	59.0	50.8	25.2	46.5	22.9	13.4	39.3
Arizona	1,470	67.3	74.4	57.2	39.0	28.0	24.8	18.8	32.8
Arkansas	1,057	45.1	62.0	30.0	14.4	52.3	57.5	5.0	38.2
California	13,372	35.9	74.5	55.5	9.2	61.1	30.2	15.4	47.8
Colorado	2,223	62.4	84.5	69.5	37.3	29.4	35.2	8.2	46.9
Connecticut	3,144	79.1	75.0	37.8	13.7	49.4	52.1	6.2	31.9
Delaware	292	45.2	24.7	64.8	27.4	12.3	39.4	8.6	58.1
District of Columbia	1,213	49.3	12.9	42.5	16.0	55.2	42.7	9.6	44.6
Florida	3,826	49.8	60.4	58.5	13.9	48.7	38.9	11.8	34.0
Georgia	2,647	40.6	46.9	57.8	17.8	46.8	39.0	8.5	36.9
Guam	111	47.7	1.6	18.3	4.5	64.0	92.8	0	(1)
Hawaii	235	31.5	18.9	23.1	18.0	63.9	49.8	4.3	48.4
Idaho	361	58.2	96.5	74.9	11.1	46.1	32.4	8.9	25.8
Illinois	11,430	49.2	35.8	52.4	16.4	39.5	44.8	8.3	52.5
Indiana	3,517	58.5	58.1	54.0	18.2	38.7	49.7	10.5	44.7
Iowa	1,076	63.7	93.8	62.7	8.0	58.0	35.4	7.5	28.1
Kansas	1,636	61.4	71.2	67.6	16.6	40.6	34.3	10.6	32.7
Kentucky	3,147	48.6	76.7	34.9	20.2	44.7	63.3	4.6	52.8
Louisiana	1,753	63.0	59.4	55.9	13.7	57.6	43.7	3.1	36.4
Maine	1,312	58.9	99.6	36.8	30.3	43.3	51.0	11.6	38.0
Maryland	1,511	65.9	38.0	48.0	27.2	30.6	44.0	7.0	53.1
Massachusetts	5,753	69.8	83.2	47.7	23.1	39.1	43.9	14.2	42.4
Michigan	8,629	56.6	47.7	49.2	16.9	43.9	45.4	9.1	49.0
Minnesota	3,688	57.9	93.8	51.1	10.0	62.3	39.4	11.2	51.0
Mississippi	1,095	92.9	67.8	75.9	33.2	34.7	28.7	13.7	36.3
Missouri	3,765	62.3	58.3	63.7	18.0	43.4	33.2	9.5	43.6
Montana	520	76.3	92.2	73.4	24.8	45.6	29.1	17.1	26.5
Nebraska	1,223	58.5	76.1	50.2	14.3	40.3	55.6	7.8	39.4
Nevada	692	53.5	82.2	54.1	6.7	61.4	26.8	13.9	44.8
New Hampshire	842	86.7	99.9	51.4	15.3	52.4	40.9	10.7	21.3
New Jersey	2,089	64.7	66.5	45.8	12.5	56.4	27.6	16.1	37.2
New Mexico	607	46.1	85.9	49.9	16.3	44.2	48.6	6.8	42.1
New York	12,626	54.1	47.2	50.4	12.9	43.2	46.6	9.3	47.9
North Carolina	1,471	77.5	49.0	56.0	29.0	44.8	38.2	9.4	29.2
North Dakota	478	63.6	97.7	62.8	14.9	60.7	41.7	8.2	27.8
Ohio	7,821	61.6	61.3	37.6	13.8	49.2	52.1	7.4	46.7
Oklahoma	1,505	53.7	74.3	48.1	8.8	41.5	50.5	6.3	37.6
Oregon	2,044	46.2	92.1	41.5	11.7	54.8	53.5	7.6	30.4
Pennsylvania	8,044	76.2	69.8	50.6	11.1	55.5	40.7	7.9	47.7
Puerto Rico	3,129	86.2	76.2	85.7	48.9	28.8	27.6	20.3	56.1
Rhode Island	678	76.0	86.2	34.1	40.0	27.2	66.2	5.2	30.7
South Carolina	3,000	58.4	39.4	55.5	40.6	29.9	43.8	13.6	33.4
South Dakota	273	75.8	94.3	89.3	11.7	65.5	19.5	7.3	30.6
Tennessee	3,359	68.4	56.6	52.7	29.4	36.1	51.1	9.3	43.9
Texas	3,458	60.0	67.4	46.5	17.6	52.2	58.4	2.6	29.0
Utah	542	54.2	95.2	48.1	11.8	48.5	51.5	9.6	50.7
Vermont	556	64.0	99.4	44.6	30.6	40.6	47.2	14.9	35.8
Virgin Islands	57	8.8	0	26.4	36.9	3.5	29.9	7.0	69.4
Virginia	2,034	60.9	70.3	59.6	32.3	37.0	35.2	10.3	36.0
Washington	4,904	80.5	85.0	38.5	6.8	71.1	56.7	4.8	37.5
West Virginia	1,763	68.5	91.1	55.2	30.2	37.1	41.8	9.8	63.6
Wisconsin	2,308	69.1	67.5	38.6	12.5	44.8	63.0	7.7	47.2
Wyoming	223	51.6	91.4	60.7	8.6	48.8	36.8	8.5	33.7

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[1] Not available.

Table B-7, Part A.—Selected Characteristics of Trainees Enrolled in MDTA in On-the-Job Training Projects by State, Calendar Year 1966

State	Total number	Percent							
					Education		Age		
		Male	White	Head of family	8 and under	12 and over	21 and under	45 and over	Unemployed 15 weeks and over
U.S. total	16,722	76.7	84.6	54.7	10.5	63.3	31.6	10.0	26.9
Alabama	200	88.0	90.6	78.6	8.2	63.9	19.0	14.5	36.4
Alaska	0	0	0	0	0	0	0	0	0
Arizona	271	70.1	90.7	77.4	17.4	56.6	10.4	32.1	3.2
Arkansas	10	10.0	100.0	10.0	30.0	20.0	0	10.0	70.0
California	3,773	87.8	80.4	55.2	3.7	75.0	38.1	6.6	26.0
Colorado	4	100.0	100.0	50.0	50.0	0	0	0	100.0
Connecticut	288	99.7	87.5	59.0	12.2	49.1	27.9	14.6	22.1
Delaware	0	0	0	0	0	0	0	0	0
District of Columbia	0	0	0	0	0	0	0	0	0
Florida	325	57.2	76.5	46.3	18.4	47.0	38.1	15.4	35.4
Georgia	429	60.4	60.8	44.1	12.0	53.3	37.0	4.4	27.4
Guam	0	0	0	0	0	0	0	0	0
Hawaii	25	76.0	32.0	72.7	25.5	47.1	17.6	9.8	58.3
Idaho	25	100.0	68.0	91.7	0	75.0	8.0	28.0	15.8
Illinois	644	68.9	81.7	52.0	6.3	66.6	28.6	12.6	41.4
Indiana	168	44.6	89.4	31.5	7.1	53.6	31.0	6.0	46.7
Iowa	214	73.4	93.4	57.0	16.2	58.8	36.2	8.5	32.2
Kansas	1,030	91.5	95.5	62.0	7.3	85.5	32.1	4.8	12.9
Kentucky	223	60.5	91.9	59.3	20.3	57.1	23.3	5.8	45.0
Louisiana	391	77.2	68.3	71.5	23.1	45.0	23.0	8.4	46.3
Maine	457	32.4	99.8	33.8	17.2	45.6	26.7	13.6	45.5
Maryland	640	76.6	75.0	58.2	15.3	58.6	21.3	18.6	95.1
Massachusetts	254	99.2	91.9	50.0	8.3	73.0	51.6	1.6	13.3
Michigan	224	48.2	65.0	63.8	18.4	45.3	29.5	13.4	52.8
Minnesota	353	64.0	98.5	53.1	12.5	60.1	23.5	18.4	31.1
Mississippi	435	100.0	88.1	53.4	10.7	59.1	51.1	4.6	26.6
Missouri	41	58.5	89.7	51.2	0	78.1	29.3	4.9	34.3
Montana	18	33.3	94.1	38.9	11.2	50.0	16.7	11.1	41.2
Nebraska	0	0	0	0	0	0	0	0	0
Nevada	178	93.8	90.0	82.0	9.0	71.3	2.3	40.4	75.0
New Hampshire	87	52.9	98.8	41.4	14.4	45.8	31.0	11.5	30.2
New Jersey	681	38.0	83.7	32.9	9.4	48.2	35.0	8.2	30.4
New Mexico	59	50.8	94.6	45.8	17.0	44.1	22.1	6.8	44.8
New York	142	78.2	82.6	44.0	21.8	40.8	61.3	16.9	26.1
North Carolina	972	43.3	77.1	32.4	18.6	46.2	35.8	12.0	32.4
North Dakota	6	0	100.0	16.7	16.7	66.7	16.7	33.3	0
Ohio	592	91.6	76.1	63.0	14.5	55.5	20.1	12.8	24.6
Oklahoma	70	97.1	95.6	88.4	10.0	64.3	21.4	17.1	0
Oregon	114	69.3	100.0	63.2	16.7	68.9	26.3	21.1	48.7
Pennsylvania	740	92.6	95.6	64.1	14.8	55.9	22.9	12.7	20.8
Puerto Rico	53	100.0	73.9	49.1	26.4	50.9	52.8	3.8	44.7
Rhode Island	214	99.5	96.0	72.4	12.9	49.5	22.5	8.9	18.4
South Carolina	0	0	0	0	0	0	0	0	0
South Dakota	96	8.3	95.7	20.8	18.9	8.5	21.9	33.3	59.3
Tennessee	90	100.0	71.1	68.2	3.3	81.1	31.1	1.1	10.5
Texas	625	81.8	87.4	61.2	8.5	67.1	32.0	5.0	28.3
Utah	0	0	0	0	0	0	0	0	0
Vermont	129	98.4	100.0	76.7	10.1	76.8	17.8	1.6	13.3
Virgin Islands	0	0	0	0	0	0	0	0	0
Virginia	57	15.8	63.0	25.0	7.0	72.0	35.0	8.8	29.3
Washington	979	93.2	89.3	61.3	8.1	68.1	28.7	10.3	14.7
West Virginia	0	0	0	0	0	0	0	0	0
Wisconsin	369	74.0	98.2	46.7	2.7	78.3	39.3	7.0	18.8
Wyoming	27	100.0	100.0	85.2	3.7	77.8	29.6	0	22.2

Table B-7, Part B.—Selected Characteristics of Trainees Enrolled in MDTA in On-the-Job Training Projects by State, Calendar Year 1965

State	Total number	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	19,624	72.4	82.0	49.2	14.1	59.5	36.7	11.5	34.1
Alabama	27	100.0	84.0	100.0	7.4	66.7	0	29.6	0
Alaska	0	0	0	0	0	0	0	0	0
Arizona	93	57.0	59.5	67.4	30.2	50.6	17.2	12.9	28.8
Arkansas	135	74.8	79.7	58.5	17.1	59.2	30.0	6.7	35.1
California	3,562	92.4	81.8	50.3	5.0	77.7	41.8	9.8	23.3
Colorado	93	63.4	78.6	65.6	7.6	78.5	25.8	3.2	32.2
Connecticut	351	94.0	83.9	50.4	14.9	56.8	41.9	16.5	29.9
Delaware	0	0	0	0	0	0	0	0	0
District of Columbia	0	0	0	0	0	0	0	0	0
Florida	176	48.9	91.3	29.7	18.4	33.7	45.4	15.9	51.4
Georgia	710	85.2	62.7	56.4	21.1	46.6	37.1	8.0	15.6
Guam	0	0	0	0	0	0	0	0	0
Hawaii	46	100.0	21.4	24.4	6.5	15.2	65.2	0	40.9
Idaho	20	100.0	84.2	57.9	20.0	65.0	25.0	25.0	28.6
Illinois	289	79.9	71.1	36.2	14.9	58.9	46.7	10.7	28.9
Indiana	602	71.3	86.9	50.2	9.6	53.1	34.7	14.0	36.5
Iowa	69	11.6	84.8	26.5	7.2	53.6	40.6	14.5	58.6
Kansas	133	72.2	85.2	58.6	8.4	66.0	37.1	6.8	13.5
Kentucky	593	22.8	99.3	34.1	48.2	25.1	11.3	27.5	49.5
Louisiana	1,104	64.3	63.0	50.5	17.1	57.6	29.8	11.6	42.6
Maine	275	50.2	99.6	48.0	14.9	52.4	37.8	2.5	33.9
Maryland	548	64.2	83.8	69.2	32.8	32.9	7.1	53.8	62.9
Massachusetts	200	95.0	91.5	62.9	20.7	42.4	34.5	10.0	28.1
Michigan	504	81.9	64.4	48.2	8.3	50.6	47.9	3.8	39.7
Minnesota	535	62.6	96.9	44.6	12.9	60.5	34.6	20.2	42.0
Mississippi	1,211	77.0	85.9	46.6	4.0	73.9	52.1	1.7	37.2
Missouri	33	100.0	93.8	69.7	0	78.8	36.4	0	10.0
Montana	58	55.2	96.6	53.4	10.3	50.0	22.4	6.9	27.6
Nebraska	0	0	0	0	0	0	0	0	0
Nevada	92	100.0	96.6	90.2	14.2	50.0	4.4	31.5	11.7
New Hampshire	366	20.8	100.0	22.1	21.3	56.5	38.5	11.5	34.4
New Jersey	464	53.2	56.8	28.7	17.8	41.5	33.0	9.3	26.2
New Mexico	10	100.0	100.0	60.0	10.0	70.0	50.0	10.0	20.0
New York	361	75.9	71.5	37.5	6.4	52.1	50.8	3.9	56.4
North Carolina	1,123	41.5	72.5	44.2	17.7	50.9	26.2	17.2	43.1
North Dakota	0	0	0	0	0	0	0	0	0
Ohio	422	86.3	74.1	50.8	8.4	66.9	42.3	6.4	40.8
Oklahoma	56	87.5	98.2	90.6	10.7	69.6	12.5	21.4	10.0
Oregon	30	100.0	96.7	80.0	10.0	70.0	0	40.0	0
Pennsylvania	839	91.2	95.5	60.8	11.0	67.4	35.1	8.8	31.6
Puerto Rico	778	70.1	72.8	52.1	31.1	34.5	50.4	1.5	50.6
Rhode Island	85	90.6	97.5	70.6	23.5	48.2	25.9	21.2	18.8
South Carolina	0	0	0	0	0	0	0	0	0
South Dakota	250	8.4	96.0	20.2	18.0	54.0	31.6	29.2	45.6
Tennessee	457	83.6	96.3	67.6	29.6	50.6	28.6	9.8	26.5
Texas	1,061	66.7	87.9	56.8	7.3	63.4	35.8	5.9	31.2
Utah	0	0	0	0	0	0	0	0	0
Vermont	40	87.5	100.0	32.5	0	77.5	37.5	0	10.3
Virgin Islands	0	0	0	0	0	0	0	0	0
Virginia	275	67.6	56.6	52.6	33.9	35.7	28.4	10.6	41.8
Washington	197	84.8	88.2	64.0	6.6	74.1	23.8	16.2	72.2
West Virginia	21	100.0	94.7	47.6	0	38.1	71.4	0	50.0
Wisconsin	1,305	77.1	93.8	38.3	7.4	71.5	46.2	8.1	35.7
Wyoming	25	100.0	100.0	85.7	8.0	72.0	0	32.0	0

Table C-1.—Trainees Enrolled in MDTA Institutional Training Projects by Occupational Group, by Calendar Year

[Percentage distribution]

Occupational group	Calendar year			
	1966	1965	1964	1963
Total	100.0	100.0	100.0	100.0
Professional, technical, and managerial	9.8	8.5	9.6	10.0
Clerical and sales	16.3	21.6	22.5	21.4
Service	16.3	13.2	13.1	9.8
Agriculture	4.2	3.6	4.3	2.5
Skilled occupations	19.6	25.5	28.4	31.7
Semiskilled occupations	18.2	17.0	16.8	22.2
Other [1]	15.5	10.6	5.3	2.5

[1] Prevocational training and DOT not specified.

NOTE.—Percents may not add to 100 due to rounding.

Table C-2.—Age of Trainees by Occupational Group of Training for 1966 and 1965

Occupational group	Age in years					
	Total	Under 19	19–21	22–34	35–44	45 and over
Calendar year 1966						
Number	103,234	15,117	23,345	36,739	16,430	11,603
Percent of total	100.0	14.6	22.6	35.6	15.9	11.2
Percent						
Professional, technical, and managerial	9.8	7.5	8.2	10.2	12.4	11.4
Clerical and sales	16.3	15.9	19.2	14.9	15.9	16.6
Service	16.3	17.6	16.8	14.7	15.3	20.2
Agriculture	4.2	3.7	3.1	3.8	5.0	7.2
Skilled occupations	19.6	14.6	16.6	23.9	20.5	17.5
Semiskilled occupations	18.2	20.2	18.1	19.5	17.0	13.8
Other [1]	15.5	20.5	18.0	13.1	13.9	13.4
Calendar year 1965						
Number	148,168	28,583	35,684	48,015	21,381	14,505
Percent of total	100.0	19.3	24.1	32.4	14.4	9.8
Percent						
Professional, technical, and managerial	8.5	6.2	6.6	9.6	10.5	10.6
Clerical and sales	21.6	21.1	23.1	20.4	23.0	20.7
Service	13.2	13.0	12.6	11.8	14.2	18.1
Agriculture	3.6	1.5	1.7	3.5	5.4	10.1
Skilled occupations	25.5	20.9	23.8	31.1	24.5	21.6
Semiskilled occupations	17.0	18.8	17.7	18.0	15.4	11.3
Other [1]	10.6	18.5	14.6	5.5	7.0	7.6

[1] Prevocational and DOT not specified.

NOTE.—Percents may not add to 100 due to rounding.

Table C-3.—Occupational Group of Training for Trainees Enrolled in Institutional Projects Started During Calendar Years 1966 and 1965 by Sex, Race, and Educational Attainment

Occupational Group	Total	Sex		Race [2]		Years of school completed [4]				
		Male	Female	White	Non-white [3]	Under 8	8	9–11	12	Over 12
Calendar year 1966										
Number	103,234	58,503	44,731	56,653	37,837	6,901	10,077	36,964	41,946	5,813
Percent of total	100.0	56.7	43.3	60.0	40.0	6.8	9.9	36.3	41.2	5.7
Percent										
Professional and managerial	9.8	6.4	14.3	12.1	6.6	.2	1.4	4.5	15.1	32.0
Clerical and sales	16.3	3.6	33.1	16.3	16.7	1.8	4.7	12.5	23.3	24.7
Service	16.3	7.7	27.5	13.9	19.6	13.5	14.9	17.9	16.4	11.7
Agriculture	4.2	3.8	4.7	3.7	4.7	10.5	6.1	4.2	2.9	2.6
Skilled occupations	19.6	33.0	2.2	23.0	15.5	20.3	25.3	21.7	17.3	14.9
Semiskilled occupations	18.2	25.7	8.5	18.4	18.1	20.1	23.7	20.5	15.9	9.9
Other [1]	15.5	19.8	9.8	12.6	18.8	33.7	23.8	18.6	9.0	4.2
Calendar year 1965										
Number	148,168	87,407	60,761	87,335	48,314	10,744	14,830	51,867	60,697	8,139
Percent of total	100.0	59.0	41.0	64.4	35.6	7.3	10.1	35.5	41.5	5.6
Percent										
Professional and managerial	8.5	5.9	12.2	10.7	4.6	.3	.9	3.4	13.6	28.2
Clerical and sales	21.6	4.9	45.6	20.9	23.4	1.8	6.0	16.1	31.5	34.9
Service	13.2	6.4	23.0	10.6	17.4	14.9	15.6	15.7	10.9	8.2
Agriculture	3.6	6.0	.1	3.9	2.3	17.0	6.2	2.7	1.6	2.0
Skilled occupations	25.5	41.9	1.9	29.7	19.0	24.2	31.8	28.3	23.3	16.0
Semiskilled occupations	17.0	23.5	7.8	16.4	18.6	16.1	20.6	20.6	14.4	9.0
Other [1]	10.6	11.4	9.4	7.8	14.6	25.6	18.8	13.3	4.8	1.7

[1] Prevocational and DOT not specified.

[2] Racial data were not obtained on 8,744 of the trainees in 1966 or on 12,519 in 1965.

[3] Nonwhite are 94 percent Negro.

[4] Year of school completed not obtained for 1,533 trainees in 1966 or for 1,891 in 1965.

NOTE.—Percents may not add to 100 due to rounding.
"Not reported" excluded in computing percentages.

Table D–1.—Characteristics of Persons Identified as Enrolled in "Basic Education" in the MDTA Institutional Program by Calendar Year Enrolled

[Data processed as of July 31, 1966]

Characteristics	Cumulative to date [1]			Calendar year		
	Total	Male	Female	1966 [2]	1965	1964
Total enrolled	359,236	214,418	144,818	47,672	136,584	102,456
Total in basic education	48,756	29,415	19,341	11,075	29,696	4,850
Percent of total in basic education	13.6	13.7	13.4	23.2	21.7	4.7
Percent						
Family status:						
Head of family	43.4	45.6	40.0	50.3	40.6	41.9
Other	56.6	54.4	60.0	49.7	59.4	58.1
Education:						
Less than 8 years	15.3	19.9	8.3	14.6	14.5	19.7
8 years	15.9	18.9	11.3	15.4	15.8	16.9
9 to 11 years	44.4	44.3	44.6	43.5	44.8	47.2
12 years	23.0	15.8	34.1	24.7	23.6	15.5
More than 12 years	1.4	1.1	1.9	1.9	1.3	.8
Years of gainful employment:						
Less than 3	58.8	53.1	67.5	49.1	63.4	59.7
3 to 9	23.8	24.6	22.6	30.1	21.5	22.9
10 or more	17.3	22.2	9.8	20.8	15.1	17.4
Number of dependents:						
0	54.4	54.3	54.7	51.1	56.2	53.0
1	14.8	11.5	19.7	14.9	14.8	15.1
2	10.7	10.1	11.7	11.1	10.6	10.4
3	7.0	7.4	6.3	7.7	6.5	7.4
4	4.6	5.5	3.2	5.4	4.2	4.6
5 and over	8.5	11.2	4.4	9.9	7.8	9.5
Wage earner status:						
Primary	51.0	54.3	46.0	63.1	46.5	45.5
Other	49.0	45.7	54.0	36.9	53.5	54.5
Eligible for allowance:						
Yes—regular	19.2	20.2	17.7	25.7	16.4	18.5
—youth	38.8	34.7	45.0	27.8	43.3	44.6
—augmented	28.5	33.5	21.0	36.0	26.1	22.6
Not eligible	13.4	11.5	16.2	10.5	14.2	14.3
Unemployment insurance claimant status:						
Yes	8.0	10.2	4.5	9.1	7.6	6.8
No	92.0	89.8	95.5	90.9	92.4	93.2
Public assistance status:						
Yes	14.6	12.1	18.4	15.3	14.4	13.4
No	85.4	87.9	81.6	84.7	85.6	86.6
Prior employment status:						
Unemployed	88.9	90.3	86.6	87.2	89.0	93.6
Family farm worker	1.2	1.7	.3	1.1	.8	2.3
Reentrant to labor force	2.8	1.5	4.8	1.9	3.1	1.1
Underemployed	7.2	6.5	8.3	9.9	7.2	3.1
Duration of unemployment:						
Less than 5 weeks	30.5	34.7	23.8	31.8	28.8	32.3
5 to 14 weeks	21.9	24.1	18.4	24.3	21.2	20.3
15 to 26 weeks	12.8	13.1	12.3	13.9	12.7	10.4
27 to 52 weeks	10.3	9.4	11.6	9.4	11.1	7.6
Over 52 weeks	24.6	18.7	34.0	20.7	26.2	29.3
Prior military service:						
Veteran	8.1	13.3	.2	11.3	6.8	6.9
Peacetime service	5.2	8.5	.1	5.6	4.9	5.4
Rejectee	6.7	10.9	.2	6.8	6.7	7.1
Other nonveteran	80.0	67.3	99.5	76.3	81.6	80.6
Handicapped:						
Yes	8.7	11.5	4.4	9.1	8.4	6.8
No	91.3	88.5	95.6	90.9	91.6	93.2
Race:						
White	44.8	52.0	33.7	42.0	43.2	46.8
Negro	52.4	44.6	64.4	55.5	54.5	50.4
Other nonwhite	2.8	3.3	1.9	2.5	2.4	2.9
Age:						
Under 19	28.6	29.3	27.6	20.0	32.0	32.1
19 to 21	32.7	30.5	36.1	30.0	34.1	34.1
22 to 34	20.0	20.9	18.6	27.1	17.4	15.1
35 to 44	10.6	10.6	10.5	12.8	9.6	9.9
45 and over	8.1	8.7	7.2	10.0	7.0	8.8

[1] Includes undated reports on 3,126 persons enrolled in basic education (6.4 percent of total).

[2] Reports processed through July 1966.

NOTE.—Percents may not add to 100 due to rounding.

Table D–2.—Selected Characteristics of Trainees Enrolled in Basic Education and Percent of Total Enrollment in Basic Education, Fiscal Years 1965 and 1966

[Data processed as of July 31, 1966]

State	Basic education enrollees		Percentage with characteristic				
	Number	Percent of State enrollment	Male	White	Head of family	8th grade or less	45 or older
U.S. total	48,756	14.1	60.3	44.8	43.4	31.2	8.1
Alabama	430	5.9	37.4	65.1	59.9	11.0	6.5
Alaska	353	17.3	50.4	45.0	38.6	43.7	6.8
Arizona	1,499	50.1	65.2	74.8	51.1	38.3	11.9
Arkansas	260	9.7	52.7	27.8	6.9	28.4	0
California	3,289	10.6	51.4	44.2	49.5	22.2	9.1
Colorado	945	24.7	83.4	79.6	73.0	58.3	8.3
Connecticut	233	2.9	57.5	47.3	50.2	45.9	13.3
Delaware	257	31.0	25.7	22.2	40.6	32.7	3.1
District of Columbia	70	2.1	57.1	1.5	98.6	60.0	10.0
Florida	964	11.8	57.1	58.2	46.3	17.4	6.5
Georgia	378	6.6	78.3	77.3	53.6	19.3	6.6
Guam	0	0	0	0	0	0	0
Hawaii	0	0	0	0	0	0	0
Idaho	53	6.0	90.6	76.6	98.0	94.3	17.0
Illinois	5,341	22.9	47.1	14.9	50.0	32.4	11.9
Indiana	1,184	14.7	53.4	46.6	29.7	30.6	3.3
Iowa	261	8.2	80.5	88.7	44.2	21.7	0
Kansas	327	10.1	81.3	35.3	80.6	34.9	26.9
Kentucky	1,221	11.5	51.8	52.7	12.6	31.8	1.3
Louisiana	394	17.6	31.2	39.1	35.0	16.6	22.8
Maine	243	6.2	71.6	100.0	15.0	65.6	.4
Maryland	680	22.4	69.9	19.4	31.6	47.1	3.5
Massachusetts	1,148	9.1	70.0	73.4	32.5	58.2	6.3
Michigan	3,967	22.0	62.2	25.0	40.6	34.6	9.8
Minnesota	172	2.7	79.7	80.2	33.7	26.1	5.8
Mississippi	661	30.0	87.7	54.4	88.3	31.0	10.3
Missouri	1,436	14.0	81.8	42.1	54.4	34.4	9.3
Montana	144	9.1	89.6	73.7	8.3	52.8	0
Nebraska	472	18.5	56.6	62.2	27.9	16.8	1.1
Nevada	77	3.9	19.5	23.9	68.8	20.8	7.8
New Hampshire	0	0	0	0	0	0	0
New Jersey	679	9.6	64.6	41.5	35.3	24.2	8.7
New Mexico	157	10.1	55.4	80.7	9.6	9.5	0
New York	5,885	22.6	50.1	29.1	41.8	16.5	4.1
North Carolina	517	12.4	61.5	24.0	71.1	62.9	12.0
North Dakota	0	0	0	0	0	0	0
Ohio	4,153	24.6	71.4	46.9	17.0	18.0	.8
Oklahoma	229	4.7	100.0	76.3	7.5	22.3	0
Oregon	1,633	34.5	51.4	88.3	55.8	26.3	13.5
Pennsylvania	265	1.3	100.0	74.8	59.1	9.9	7.9
Puerto Rico	87	1.1	96.6	94.9	100.0	87.2	46.0
Rhode Island	240	14.5	67.9	81.4	9.2	69.4	0
South Carolina	3,720	49.0	60.3	39.4	62.6	46.2	17.4
South Dakota	0	0	0	0	0	0	0
Tennessee	521	77.8	80.6	62.4	72.6	38.5	11.5
Texas	1,315	11.9	62.4	65.4	33.1	39.7	2.3
Utah	104	5.6	78.8	92.5	30.8	31.7	1.0
Vermont	109	7.6	71.6	98.9	20.2	64.2	2.8
Virgin Islands	0	0	0	0	0	0	0
Virginia	193	3.5	89.1	17.6	42.5	65.6	6.7
Washington	1,263	13.3	53.0	59.6	43.6	28.1	9.7
West Virginia	409	9.2	78.2	88.6	25.9	37.6	4.6
Wisconsin	818	13.9	73.8	46.4	24.4	24.2	6.6
Wyoming	0	0	0	0	0	0	0

Table E-1.—Completion and Employment Rate for Institutional Courses Ended in Calendar Year 1965 by State

State	Percent completing	Percent employed
U.S. total	81.4	74.5
Alabama	79.5	69.1
Alaska	88.9	57.4
Arizona	84.3	69.3
Arkansas	58.8	78.2
California	84.5	68.2
Colorado	70.5	69.2
Connecticut	79.9	86.3
Delaware	100.0	64.4
District of Columbia	91.9	80.1
Florida	79.5	67.9
Georgia	83.6	69.3
Guam	76.3	76.2
Hawaii	93.4	77.8
Idaho	80.3	81.5
Illinois	74.0	76.6
Indiana	99.5	75.5
Iowa	75.3	80.8
Kansas	76.8	76.6
Kentucky	69.4	68.4
Louisiana	83.5	76.3
Maine	70.0	81.3
Maryland	99.4	73.8
Massachusetts	73.7	79.3
Michigan	82.8	77.5
Minnesota	87.0	81.8
Mississippi	76.4	73.6
Missouri	73.1	74.7
Montana	99.4	81.4
Nebraska	60.3	73.5
Nevada	83.2	64.8
New Hampshire	73.9	83.1
New Jersey	79.2	72.4
New Mexico	82.0	64.5
New York	99.8	75.0
North Carolina	81.8	82.7
North Dakota	85.3	77.7
Ohio	84.9	73.0
Oklahoma	79.8	86.3
Oregon	83.6	66.7
Pennsylvania	82.1	77.1
Puerto Rico	90.3	79.7
Rhode Island	56.6	76.8
South Carolina	73.2	68.7
South Dakota	100.0	92.0
Tennessee	78.0	66.1
Texas	79.6	72.8
Utah	76.3	64.0
Vermont	81.3	81.4
Virginia	97.6	70.5
Virgin Islands	100.0	100.0
Washington	84.8	85.4
West Virginia	82.8	56.5
Wisconsin	66.9	74.4
Wyoming	93.1	75.0

Table F–1.—Characteristics of Trainees Enrolled in MDTA Institutional Projects Started During Calendar Years 1966 and 1965, by Type of County of Residence

Characteristics	County of residence [1]			
	1966		1965	
	Rural	Urban	Rural	Urban
Number, type of county determined [2]	16,666	77,801	23,816	107,545
Percent of total [2]	16.1	75.3	16.1	72.6
Percent				
Sex:				
Male	64.4	54.3	68.9	55.6
Female	35.6	45.7	31.1	44.4
Family status:				
Head of family	57.0	53.3	55.9	49.1
Other	43.0	46.7	44.1	50.9
Education:				
Less than 8 years	9.0	6.3	8.8	6.1
8 years	12.5	9.3	12.3	9.7
9 to 11 years	29.4	37.8	28.6	37.3
12 years	44.5	40.6	46.1	40.9
More than 12 years	4.6	6.0	4.2	6.1
Years of gainful employment:				
Less than 3	34.9	39.2	37.3	46.2
3 to 9	39.6	37.0	38.1	33.0
10 or more	25.6	23.7	24.6	20.8
Number of dependents:				
0	45.6	49.3	43.1	49.1
1	13.2	15.3	14.0	15.5
2	11.9	12.1	13.9	12.9
3	9.8	8.9	10.8	9.1
4	7.4	5.8	7.3	5.7
5 and over	12.0	8.5	10.8	7.8
Wage earner status:				
Primary	67.8	67.3	63.1	56.8
Other	32.2	32.7	36.9	43.2
Eligible for allowance:				
Yes—regular	33.0	30.5	26.0	22.9
—youth	7.5	14.7	6.3	18.9
—augmented	40.4	37.3	39.0	31.7
Not eligible	19.1	17.6	28.7	26.6
Unemployment insurance claimant status:				
Yes	12.2	12.4	13.3	14.8
No	87.8	87.6	86.7	85.2
Public assistance status:				
Yes	7.8	12.7	7.6	12.5
No	92.2	87.3	92.4	87.5
Prior employment status:				
Unemployed	79.7	81.3	85.2	86.6
Family farm worker	3.8	.2	4.0	.3
Reentrant to labor force	2.2	3.7	2.6	4.3
Underemployed	14.4	14.8	8.2	8.8
Duration of unemployment:				
Less than 5 weeks	39.6	35.4	39.2	32.4
5 to 14 weeks	24.0	22.8	23.6	22.8
15 to 26 weeks	12.9	13.1	11.9	13.0
27 to 52 weeks	8.8	9.9	9.4	10.9
Over 52 weeks	14.8	18.8	16.0	20.9
Prior military service:				
Veteran	21.2	16.6	15.7	12.2
Peacetime service	7.4	6.0	13.9	10.7
Rejectee	6.5	4.1	4.5	3.8
Other nonveteran	65.0	73.4	65.9	73.3
Handicapped:				
Yes	10.2	8.8	9.1	7.9
No	89.8	91.2	90.9	92.1
Race:				
White	80.5	55.5	83.8	59.8
Negro	17.4	42.5	14.8	38.5
Other nonwhite	2.1	2.0	1.4	1.7
Age:				
Under 19	15.1	14.5	17.9	20.2
19 to 21	20.3	23.0	20.9	24.9
22 to 34	36.4	35.3	35.5	31.3
35 to 44	16.6	15.9	14.8	14.3
45 and over	11.7	11.3	10.9	9.3

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[1] Counties with no city or town having 2,500 or more population were considered rural.

[2] Type of county could not be determined for 8,789 persons or 8.5 percent of the enrollees in 1966, or for 16,806 persons or 11.3 percent in 1965.

NOTE.—Percents may not add to 100 due to rounding.

Table F-2.—Occupational Group of Training by Type of County of Residence for Trainees Enrolled in Institutional Projects Started During Calendar Years 1966 and 1965

Occupational group	Total [1]	Sex		White			Nonwhite [2]		
		Male	Female	Total	Male	Female	Total	Male	Female
	Calendar year 1966								
Urban counties									
Number	77,775	42,207	35,568	39,488	23,518	15,970	31,624	15,273	16,351
Percent of total	100.0	54.3	45.7	55.5	59.6	40.4	44.5	48.3	51.7
Percent									
Professional and managerial	9.7	6.2	13.8	12.1	8.3	17.8	6.8	3.4	9.9
Clerical and sales	17.3	3.8	33.2	17.7	4.1	37.8	17.3	3.3	30.4
Service	16.6	8.4	26.3	13.8	7.2	23.6	19.8	10.3	28.7
Agriculture	4.1	3.8	4.5	3.5	3.8	3.1	4.5	3.6	5.4
Skilled occupations	17.5	30.7	2.0	21.2	34.6	1.4	13.9	26.0	2.6
Semiskilled occupations	17.6	24.6	9.2	17.6	24.7	7.1	17.5	24.6	10.8
Other [3]	17.3	22.4	11.1	14.0	17.3	9.2	20.3	28.9	12.3
Rural counties									
Number	16,666	10,730	5,936	12,445	8,203	4,242	3,015	1,812	1,203
Percent of total	100.0	64.4	35.6	80.5	65.9	34.1	19.5	60.1	39.9
Percent									
Professional and managerial	10.6	6.5	18.0	12.3	7.5	21.6	3.3	1.6	5.9
Clerical and sales	11.8	2.3	29.1	12.5	2.6	31.5	8.4	.7	20.1
Service	15.4	4.4	35.4	14.3	4.3	33.5	19.1	3.8	42.2
Agriculture	5.4	4.9	6.3	4.3	4.5	3.7	9.8	6.3	15.0
Skilled occupations	25.4	37.6	3.5	26.5	39.3	1.7	23.6	32.6	10.2
Semiskilled occupations	21.9	31.4	4.8	21.1	29.4	5.0	25.2	39.3	3.8
Other [3]	9.5	13.1	3.0	9.1	12.2	3.0	10.5	15.7	2.7
	Calendar year 1965								
Urben counties									
Number	106,855	59,262	47,593	58,677	35,590	23,087	39,192	18,935	20,257
Percent of total	100.0	55.5	44.5	60.0	60.7	39.3	40.0	48.3	51.7
Percent									
Professional and managerial	8.7	6.1	11.8	11.1	7.9	16.1	5.1	3.0	7.0
Clerical and sales	23.3	5.5	45.4	22.8	5.6	49.2	24.6	5.2	42.8
Service	13.8	7.4	21.7	11.1	5.9	19.0	17.4	10.1	24.1
Agriculture	2.6	4.4	.1	2.9	4.6	.1	1.7	3.6	(*)
Skilled occupations	22.0	38.1	1.8	25.8	41.6	1.4	17.1	33.1	2.1
Semiskilled occupations	17.5	24.8	8.4	16.6	23.4	6.2	18.8	27.5	10.7
Other [3]	12.3	13.6	10.7	9.7	10.9	7.9	15.3	17.5	13.1
Rural counties									
Number	23,816	16,414	7,402	18,622	13,068	5,554	3,597	2,315	1,282
Percent of total	100.0	68.9	31.1	83.8	70.2	29.8	16.2	64.4	35.6
Percent									
Professional and managerial	9.2	6.6	15.0	10.6	7.5	17.9	2.3	1.3	4.1
Clerical and sales	15.5	2.9	43.4	16.5	3.1	47.8	11.2	2.2	27.3
Service	12.1	3.2	31.9	10.2	3.2	26.6	20.4	3.5	50.9
Agriculture	4.9	7.0	.2	4.2	6.0	.1	7.8	11.9	.4
Skilled occupations	35.4	50.4	2.2	37.0	52.1	1.4	28.5	41.4	5.3
Semiskilled occupations	18.9	25.2	5.1	18.0	23.9	4.2	24.3	32.7	9.1
Other [3]	3.9	4.7	2.2	3.5	4.2	1.9	5.5	7.0	2.8

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[1] Includes trainees on whom racial data were not obtained.

[2] Urban nonwhite, 96 percent Negro; rural nonwhite, 89 percent Negro in 1966 and 92 percent Negro in 1965.

[3] Prevocational and DOT not specified.

NOTE: Percents may not add to 100 due to rounding.
*Less than 0.1 percent.

Table G–1, Part A.—Characteristics of Trainees 45 Years Old and Older Enrolled in MDTA Institutional Projects Started During Calendar Years 1966 and 1965 by Sex, Race, and Education

Calendar Year 1966

Characteristics	Total	Sex		Race[1]		Years of school completed[2]			
		Male	Female	White	Non-white[3]	8 and less	9–11	12	More than 12
Number 45 and older	11,603	5,611	5,992	7,970	2,862	3,533	3,153	3,642	1,124
Percent of total	100.0	48.4	51.6	73.6	26.4	30.8	27.5	31.8	9.8
Percent									
Family status:									
Head of family	68.2	84.6	52.7	66.3	74.1	76.4	70.3	62.1	55.6
Other	31.8	15.4	47.3	33.7	25.9	23.6	29.7	37.9	44.4
Education:									
Less than 8 years	14.2	19.7	9.1	9.6	25.8	46.1	0	0	0
8 years	16.6	21.7	11.9	15.7	19.4	53.9	0	0	0
9 to 11 years	27.5	26.5	28.5	26.7	31.2	0	100.0	0	0
12 years	31.8	24.6	38.5	36.7	18.6	0	0	100.0	0
More than 12 years	9.8	7.5	12.0	11.2	5.0	0	0	0	100.0
Years of gainful employment:									
Less than 3	5.6	1.1	10.1	5.9	4.5	4.5	5.0	7.2	7.6
3 to 9	23.6	6.3	39.9	24.9	19.4	18.5	22.3	27.7	31.4
10 or more	70.6	92.7	50.0	69.2	76.1	77.1	72.7	65.1	61.0
Number of dependents:									
0	42.7	22.5	61.7	43.9	38.4	34.0	42.7	48.2	51.4
1	21.7	23.7	19.8	22.0	21.3	22.6	23.3	20.2	19.4
2	12.5	15.4	9.8	12.8	11.9	12.1	12.4	12.9	12.9
3	8.2	11.8	4.8	7.8	9.8	9.1	7.9	7.9	8.0
4	5.6	9.3	2.2	5.7	5.9	6.6	6.3	4.9	3.3
5 and over	9.3	17.3	1.7	7.8	12.8	15.7	7.6	5.8	4.9
Wage earner status:									
Primary	80.9	95.0	67.6	78.9	87.5	88.6	83.7	75.3	66.4
Other	19.1	5.0	32.4	21.1	12.5	11.4	16.3	24.7	33.6
Eligible for allowance:									
Yes—regular	39.5	34.6	44.1	38.1	43.7	40.3	42.5	39.1	30.4
—youth	0	0	0	0	0	0	0	0	0
—augmented	43.3	60.4	27.4	43.5	44.1	50.3	43.8	38.1	37.3
Not eligible	17.2	5.0	28.5	18.3	12.2	9.4	13.7	22.8	32.3
Unemployment insurance claimant status:									
Yes	16.7	22.1	11.5	18.3	13.9	16.6	17.8	16.8	13.5
No	83.3	77.9	88.5	81.7	86.1	83.4	82.2	83.2	86.5
Public assistance status:									
Yes	12.3	14.1	10.6	9.2	20.5	20.1	12.2	7.3	4.0
No	87.7	85.9	89.4	90.8	79.5	79.9	87.8	92.7	96.0
Prior employment status:									
Unemployed	78.8	86.1	72.2	78.8	80.2	83.4	79.8	77.2	67.0
Family farm worker	1.6	3.0	.3	1.7	1.3	3.5	.8	.8	.3
Reentrant to labor force	6.9	1.3	12.1	8.2	1.9	3.0	4.7	7.9	21.6
Underemployed	12.7	9.7	15.5	11.3	16.5	10.1	14.7	14.0	11.1
Duration of unemployment:									
Less than 5 weeks	24.7	25.8	23.5	24.7	25.0	24.6	25.6	23.9	24.9
5 to 14 weeks	20.3	23.2	17.1	21.6	17.9	19.1	20.6	21.5	19.5
15 to 26 weeks	14.6	15.9	13.1	14.5	14.4	14.2	15.8	14.2	13.2
27 to 52 weeks	12.1	12.6	11.5	11.9	13.1	12.5	12.8	11.4	11.3
Over 52 weeks	28.3	22.5	34.7	27.2	29.6	29.7	25.2	29.0	31.1
Prior military service:									
Veteran	27.8	53.4	2.6	29.4	24.7	28.5	27.4	26.4	31.6
Peacetime service	.7	1.4	0	.9	.3	.8	.9	.6	.7
Rejectee	1.2	2.4	0	1.0	1.7	2.2	.9	.5	.8
Other nonveteran	70.3	42.8	97.4	68.7	73.3	68.5	70.8	72.5	67.0
Handicapped:									
Yes	16.9	26.0	8.4	17.8	15.8	21.3	17.1	13.7	13.3
No	83.1	74.0	91.6	82.2	84.2	78.7	82.9	86.3	86.7
Race:									
White	73.6	72.5	74.6	100.0	0	61.3	70.8	84.8	86.3
Negro	24.8	25.3	24.3	0	94.0	35.9	28.0	14.1	12.8
Other nonwhite	1.6	2.2	1.0	0	6.0	2.8	1.2	1.0	.9

[1] Race not obtained for 772 trainees.

[2] Year of school completed not obtained for 151 trainees.

[3] 94 percent are Negro.

NOTE.—Percents may not add to 100 due to rounding.

Table G–1, Part B.—Characteristics of Trainees 45 Years Old and Older Enrolled in MDTA Institutional Projects Started During Calendar Years 1966 and 1965 by Sex, Race, and Education

Calendar Year 1965

Characteristics	Total	Sex		Race [1]		Years of school completed [2]			
		Male	Female	White	Non-white [3]	8 and less	9–11	12	More than 12
Number 45 and older	14,505	7,835	6,670	10,455	2,942	4,741	3,645	4,596	1,391
Percent of total	100.0	54.0	46.0	78.0	22.0	33.0	25.4	32.0	9.7
Percent									
Family status:									
Head of family	71.2	89.5	49.8	69.0	78.8	84.4	70.8	62.8	55.5
Other	28.8	10.5	50.2	31.0	21.2	15.6	29.2	37.2	44.5
Education:									
Less than 8 years	17.8	26.9	7.0	12.4	32.2	53.8	0	0	0
8 years	15.2	19.9	9.7	15.1	17.3	46.2	0	0	0
9 to 11 years	25.4	24.2	26.7	25.7	26.1	0	100.0	0	0
12 years	32.0	22.3	43.3	36.2	18.7	0	0	100.0	0
More than 12 years	9.7	6.6	13.3	10.7	5.8	0	0	0	100.0
Years of gainful employment:									
Less than 3	5.9	.9	11.7	6.3	3.5	3.4	6.3	7.8	6.7
3 to 9	22.0	7.0	39.6	22.8	18.6	14.9	21.6	27.6	29.6
10 or more	72.1	92.1	48.8	70.9	77.9	81.7	72.1	64.5	63.7
Number of dependents:									
0	31.9	12.5	54.7	33.7	26.0	19.3	32.5	40.1	46.3
1	23.9	24.9	22.7	24.3	24.2	22.3	27.9	23.5	20.2
2	15.7	18.6	12.2	16.1	15.2	16.4	15.1	15.8	14.5
3	9.9	13.4	5.8	10.0	9.6	11.2	9.6	9.3	8.4
4	6.3	9.4	2.6	5.7	7.7	8.1	5.8	5.1	5.2
5 and over	12.3	21.2	1.9	10.1	17.3	22.6	9.1	6.2	5.4
Wage earner status:									
Primary	80.5	95.8	62.5	78.4	88.6	91.2	80.8	73.5	65.9
Other	19.5	4.2	37.5	21.6	11.4	8.8	19.2	26.5	34.1
Eligible for allowance:									
Yes—regular	35.4	36.2	34.4	35.2	38.1	35.0	38.5	34.9	29.9
—youth	0	0	0	0	0	0	0	0	0
—augmented	42.2	57.1	24.7	40.4	46.8	54.6	40.1	34.3	31.4
Not eligible	22.4	6.7	40.9	24.4	15.1	10.4	21.4	30.8	38.7
Unemployment insurance claimant status:									
Yes	19.6	22.6	16.0	21.5	15.3	15.9	22.5	22.0	17.1
No	80.4	77.4	84.0	78.5	84.7	84.1	77.5	78.0	82.9
Public assistance status:									
Yes	12.1	14.5	9.3	9.0	24.0	19.6	12.4	6.6	3.6
No	87.9	85.5	90.7	91.0	76.0	80.4	87.6	93.4	96.4
Prior employment status:									
Unemployed	82.0	85.6	78.1	81.9	87.5	81.4	86.9	80.9	77.0
Family farm worker	5.0	9.0	.4	4.2	3.7	12.2	1.8	1.1	.7
Reentrant to labor force	6.0	.6	12.4	7.2	1.5	1.6	4.0	9.2	15.9
Underemployed	6.8	4.9	9.1	6.7	7.4	4.7	7.3	8.7	6.4
Duration of unemployment:									
Less than 5 weeks	24.5	25.8	22.7	24.6	23.9	24.8	25.3	24.1	22.3
5 to 14 weeks	19.7	21.1	17.8	20.4	18.3	19.8	18.4	20.7	18.8
15 to 26 weeks	13.5	14.0	13.0	14.0	12.2	12.1	14.4	14.1	13.9
27 to 52 weeks	13.5	14.2	12.5	13.7	13.1	12.3	14.7	13.9	12.9
Over 52 weeks	28.9	24.8	34.1	27.3	32.5	31.1	27.2	27.2	32.1
Prior military service:									
Veteran	27.7	47.6	2.8	28.0	29.0	27.3	29.5	25.5	31.6
Peacetime service	2.5	2.7	2.3	2.9	1.4	2.5	2.6	2.6	2.3
Rejectee	1.7	3.0	.1	1.5	2.6	2.7	1.6	.9	1.4
Other nonveteran	68.1	46.7	94.7	67.6	67.1	67.5	66.4	71.0	64.8
Handicapped:									
Yes	14.6	21.1	7.0	15.7	12.9	15.8	17.0	12.2	12.9
No	85.4	78.9	93.0	84.3	87.1	84.2	83.0	87.8	87.1
Race:									
White	78.0	74.1	82.6	100.0	0	66.5	77.9	87.4	86.8
Negro	20.6	23.9	16.7	0	93.6	31.0	21.1	11.9	12.2
Other nonwhite	1.4	2.0	.6	0	6.4	2.5	1.0	.7	.9

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[1] Race not obtained on 1,108 trainees.

[2] Educational attainment not recorded on 132 trainees.

[3] 93.6 percent of nonwhite are Negro.

NOTE.—Percents may not add to 100 due to rounding.

Table G–2.—Enrollment of Trainees 45 Years Old or Older by Occupational Group of Training by State, Calendar Year 1966

State	Total enrolled	Professional and managerial	Clerical and sales	Services	Agriculture	Skilled	Semiskilled	Other [1]
Number 45 and older	11,603	1,323	1,924	2,343	830	2,031	1,598	1,554
Percent of total	100.0	11.4	16.6	20.2	7.1	17.5	13.8	13.4
Percent								
Alabama	71	1.4	21.1	15.5	4.2	26.8	18.3	12.7
Alaska	33	9.1	24.3	9.1	0	39.4	18.2	0
Arizona	60	0	0	0	76.7		1.7	21.7
Arkansas	84	14.3	25.0	0	8.3	44.0	8.3	0
California	1,663	9.7	20.3	26.8	9.7	8.8	4.1	20.5
Colorado	104	15.4	11.5	71.2	0	1.9	0	0
Connecticut	215	0	18.6	11.6	.5	2.3	27.4	39.5
Delaware	46	80.4	0	17.4	0	2.2	0	0
District of Columbia	125	4.0	20.0	56.8	16.8	0	.8	1.6
Florida	354	2.0	13.0	35.3	7.6	24.3	15.0	2.8
Georgia	160	5.0	12.5	41.2	3.1	24.4	13.1	.6
Guam	0	0	0	0	0	0	0	0
Hawaii	11	0	54.5	36.4	0	0	0	9.0
Idaho	26	19.2	11.5	23.1	3.8	0	7.7	34.6
Illinois	925	8.3	7.6	9.5	10.6	6.3	35.8	21.9
Indiana	189	5.3	14.8	14.8	4.2	19.6	23.3	18.0
Iowa	57	19.3	15.8	26.3	3.5	24.6	3.5	7.0
Kansas	161	28.0	13.7	6.2	1.2	10.6	6.8	33.5
Kentucky	60	11.7	8.3	0	3.3	45.0	16.7	15.0
Louisiana	269	.4	30.8	17.8	26.8	23.8	.4	0
Maine	135	.7	7.4	25.9	13.3	22.2	27.4	3.0
Maryland	74	10.8	8.1	25.7	5.4	28.4	21.6	0
Massachusetts	862	9.6	29.0	18.2	.5	18.2	13.2	11.2
Michigan	432	21.3	5.5	37.3	1.6	7.6	17.6	9.0
Minnesota	371	16.2	20.7	22.1	14.5	11.0	9.7	5.7
Mississippi	148	1.4	2.0	2.7	6.0	18.9	64.9	4.1
Missouri	214	12.1	17.3	4.2	6.1	14.0	7.0	39.3
Montana	94	2.1	1.1	15.9	9.6	62.8	0	8.5
Nebraska	107	10.2	23.4	26.1	1.9	10.3	1.9	26.2
Nevada	61	1.6	85.2	3.3	0	9.8	0	0
New Hampshire	47	0	21.3	0	0	8.5	59.6	10.6
New Jersey	525	40.0	15.0	21.9	2.7	16.8	3.4	.2
New Mexico	33	15.1	0	72.7	0	0	3.0	9.1
New York	842	16.7	25.4	14.3	.2	26.7	6.9	9.7
North Carolina	158	1.9	6.3	27.2	0	11.4	46.2	6.9
North Dakota	12	50.0	0	0	0	50.0	0	0
Ohio	307	19.2	10.7	22.5	14.0	18.6	10.7	4.2
Oklahoma	100	47.0	3.0	3.0	0	34.0	11.0	2.0
Oregon	143	7.0	19.6	4.2	5.6	11.2	4.8	47.5
Pennsylvania	499	13.4	11.2	13.8	6.4	29.7	16.4	9.0
Puerto Rico	61	0	1.6	13.1	11.5	70.5	3.3	0
Rhode Island	30	21.3	38.8	13.8		12.5	13.8	0
South Carolina	229	1.7	2.2	35.8	19.7	35.4	2.6	2.6
South Dakota	16	0	18.8	0	0	81.2	0	0
Tennessee	214	2.3	7.5	20.1	15.4	36.0	15.0	3.7
Texas	158	3.1	14.5	15.2	5.7	36.7	12.0	12.6
Utah	87	1.1	44.8	3.4	1.1	48.3	1.1	0
Vermont	60	10.0	8.3	38.3	0	25.0	15.0	3.3
Virgin Islands	3	0	33.3	66.7	0	0	0	0
Virginia	142	4.9	8.5	53.5	16.2	10.6	5.6	.7
Washington	516	1.3	14.3	5.6	7.0	9.1	19.6	43.0
West Virginia	99	24.2	0	27.3	0	21.2	24.2	3.0
Wisconsin	157	3.1	28.7	17.2	0	18.5	32.5	0
Wyoming	4	25.0	0	0	0	75.0	0	0

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[1] Includes pretraining, multioccupations and DOT not reported.

NOTE.—Percents may not add to 100 due to rounding.

Table G–3.—Occupational Group of Training for Trainees 45 Years Old and Older, Enrolled in Institutional Projects Started During Calendar Year 1966, by Sex, Race, and Educational Attainment

Occupational group	Total	Sex		Race [2]		Years of school completed [4]				
		Male	Female	White	Non-white [3]	Under 8	8	9–11	12	Over 12
Number 45 and older	11,603	5,611	5,992	7,970	2,862	1,627	1,906	3,153	3,642	1,124
Percent of total	100.0	48.4	51.6	73.6	26.4	14.2	16.6	27.5	31.8	9.8
Percent										
Professional and managerial	11.4	3.2	19.1	13.4	4.7	.4	1.7	7.2	17.1	37.2
Clerical and sales	16.6	5.1	27.3	19.9	8.4	2.2	5.0	15.5	27.6	23.4
Service	20.2	11.8	28.0	19.7	21.7	19.8	22.8	23.6	18.3	13.5
Agriculture	7.1	9.5	4.9	5.7	10.3	14.8	10.3	6.0	4.1	3.6
Skilled occupations	17.5	33.1	2.9	19.3	13.4	16.1	20.8	19.5	16.5	11.5
Semiskilled occupations	13.8	19.6	8.3	12.5	17.8	16.2	18.9	14.6	11.4	7.3
Other [1]	13.4	17.7	9.4	9.6	23.6	30.6	20.5	13.5	4.9	3.6

[1] Prevocational and DOT not specified.

[2] Race not obtained on 771 trainees.

[3] Nonwhite are 94 percent Negro.

[4] Educational attainment not reported by 151 trainees.

NOTE.—Percents may not add to 100 due to rounding. "Not reported" excluded from percentages.

Table H-1.—Characteristics of All Persons Enrolled in MDTA Institutional Training Courses and Persons Enrolled in Health Occupations

[Cumulative, data processed as of June 30, 1966]

Characteristics of trainees	All enrollees			Health occupation enrollee		
	Number [1]	Percent		Number [1]	Percent	
		Male	Female		Male	Female
Total	346,406	59.9	40.1	40,802	10.0	90.0
Family status:						
Head of family or household	183,568	62.5	39.9	16,583	60.3	38.8
Other	159,671	37.5	60.1	23,914	39.7	61.2
Education:						
Less than 8	22,585	8.9	3.1	695	2.5	1.6
8	32,033	11.9	5.4	1,882	5.3	4.6
9 to 11	115,180	36.1	29.8	12,131	33.7	29.5
12	150,954	37.7	53.4	21,968	48.5	54.8
More than 12	22,477	5.4	8.3	3,888	10.0	9.5
Number of dependents:						
0	151,626	37.0	56.5	22,557	37.7	58.1
1	53,114	15.3	16.4	5,877	16.8	14.4
2	47,068	15.3	12.0	4,850	17.2	11.5
3	34,601	12.2	7.3	3,165	12.2	7.4
4	21,600	8.1	3.9	1,853	7.2	4.3
5 and over	29,979	12.2	3.9	1,940	8.9	4.4
Wage earner status:						
Primary	206,486	70.1	46.5	19,426	72.7	45.7
Other	133,754	29.9	53.5	20,707	27.3	54.3
Eligible for allowance:						
Yes—regular	125,059	42.6	26.4	11,883	46.2	27.2
—youth	44,108	12.2	13.5	1,673	5.2	4.0
—augmented	70,356	24.2	14.5	5,409	15.5	13.0
Not eligible	106,883	21.0	45.6	21,837	33.2	55.8
Unemployment insurance claimant status:						
Yes	62,489	23.3	10.9	3,344	22.1	6.8
No	278,366	76.7	89.1	36,951	77.9	93.2
Public assistance status:						
Yes	34,608	8.3	13.1	4,694	7.9	12.1
No	304,089	91.7	86.9	35,370	92.1	87.9
Prior employment status:						
Unemployed	296,900	88.3	86.9	32,342	87.3	80.3
Less than 5 weeks	94,955	32.1	22.1	9,178	27.5	22.5
5 to 14	70,410	23.7	16.4	5,868	24.7	13.6
15 to 26	39,645	12.2	10.9	3,775	14.2	8.9
27 to 52	32,387	9.0	10.5	3,628	9.9	9.0
Over 52 weeks	59,503	11.3	27.0	9,893	11.0	26.3
Family farm worker	5,644	2.6	.3	121	.2	.3
Reentrant to labor force	7,209	.6	4.4	2,303	.5	6.4
Underemployed	28,708	8.5	8.4	5,148	12.0	13.0
Prior military service:						
Veteran	47,842	24.7	1.0	1,394	22.8	1.7
Peacetime Service	26,520	12.7	2.1	1,399	12.0	3.0
Rejectee	7,332	3.8	.1	101	2.4	0
Other nonveteran	227,889	58.8	96.8	32,134	62.9	95.2
Handicapped:						
Yes	25,953	10.3	3.5	1,130	8.7	2.1
No	317,911	89.7	96.5	39,481	91.3	97.9
Race:						
White	218,136	72.3	62.1	24,492	52.5	66.9
Negro	94,821	25.4	36.2	12,386	44.9	31.8
Other nonwhite	6,628	2.3	1.7	566	2.6	1.4
Age:						
Under 19	51,625	14.6	15.4	4,886	9.2	12.3
19 to 21	80,708	23.8	22.6	7,897	25.3	18.7
22 to 34	121,880	37.9	31.2	13,747	45.1	32.4
35 to 44	56,268	14.6	18.8	8,264	12.1	21.2
45 and over	35,925	9.3	12.0	6,008	8.4	15.4
Years of gainful employment:						
Less than 3	129,355	30.8	48.5	17,432	29.9	44.6
3 to 9	127,608	38.1	36.2	15,885	42.3	39.0
10 or more	84,673	31.1	15.3	7,082	27.8	16.4

NOTE.—Percents may not add to 100 due to rounding.

[1] "Not reported" omitted from detail.

Table H-2.—Selected Characteristics of Persons Enrolled in MDTA Institutional Health Occupation Training Courses

[Cumulative, data processed as of June 30, 1966]

States	Total number of trainees	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	40,804	10.0	65.4	40.9	6.3	63.8	31.4	14.7	43.3
Alabama	466	11.6	71.6	40.7	14.8	61.8	38.7	14.2	63.3
Alaska	96	8.3	65.9	33.3	2.0	69.8	35.5	8.3	42.1
Arizona	361	8.0	75.2	47.6	10.0	57.0	26.0	13.0	42.1
Arkansas	327	3.4	78.6	31.5	5.8	61.5	26.7	13.5	34.8
California	7,025	7.2	80.2	43.6	3.7	67.9	22.5	20.5	41.4
Colorado	521	17.1	86.5	54.8	1.6	73.3	37.8	12.9	41.8
Connecticut	77	0	46.7	18.2	5.2	68.8	53.3	22.1	46.8
Delaware	97	0	15.1	72.2	17.5	16.5	20.6	8.1	53.1
District of Columbia	383	11.0	24.0	38.1	0	99.0	28.2	12.3	29.7
Florida	878	8.0	56.4	57.3	9.7	48.4	21.4	23.6	42.0
Georgia	357	4.2	42.7	46.2	4.5	62.7	29.4	7.6	29.1
Guam	0	0	0	0	0	0	0	0	0
Hawaii	27	3.7	36.0	14.8	0	92.6	74.0	0	26.9
Idaho	82	12.2	98.7	24.7	3.7	77.8	18.3	26.8	10.1
Illinois	3,621	8.1	61.7	43.6	6.7	60.3	28.8	12.7	46.1
Indiana	997	.2	39.5	40.1	4.4	49.8	41.2	9.4	51.2
Iowa	126	.8	88.8	37.6	.8	87.2	31.7	16.7	26.2
Kansas	602	2.5	80.0	49.5	7.2	64.4	21.1	20.4	39.8
Kentucky	560	5.7	75.1	38.2	6.1	72.3	39.8	10.5	45.8
Louisiana	120	0	18.6	39.5	7.6	51.3	52.5	2.5	55.8
Maine	463	6.5	99.5	18.4	7.1	68.7	48.6	18.4	40.5
Maryland	625	7.5	28.1	41.8	5.7	60.1	35.3	7.5	32.4
Massachusetts	1,105	5.6	89.0	25.2	3.0	79.8	48.6	13.6	46.7
Michigan	4,120	8.9	60.1	44.9	4.2	61.6	33.4	11.3	41.1
Minnesota	304	3.9	99.6	20.1	1.3	95.7	19.1	37.8	55.7
Mississippi	85	1.2	27.1	50.6	11.8	50.6	29.5	16.5	19.5
Missouri	1,151	5.0	54.0	54.4	8.5	47.5	24.6	13.4	50.3
Montana	186	1.1	95.9	90.9	2.1	68.1	16.2	14.5	42.5
Nebraska	154	2.6	95.8	28.8	2.0	82.2	47.4	9.7	40.1
Nevada	152	.7	72.8	24.5	3.3	77.4	22.4	21.1	60.9
New Hampshire	8	25.0	100.0	0	0	87.5	87.5	0	25.0
New Jersey	1,012	8.5	75.2	15.9	4.2	80.5	19.5	35.4	38.2
New Mexico	474	19.0	81.7	26.3	6.5	62.3	54.0	5.5	37.7
New York	4,981	22.5	52.7	38.6	4.3	62.4	32.4	11.0	39.6
North Carolina	427	22.5	61.0	35.2	11.5	68.4	27.2	15.7	45.3
North Dakota	131	26.7	99.2	49.6	6.9	81.7	49.6	12.2	30.2
Ohio	1,644	1.4	65.0	23.4	2.5	75.2	35.1	14.7	50.0
Oklahoma	167	1.8	76.1	23.6	6.0	67.1	21.6	15.6	49.7
Oregon	295	19.0	93.9	46.4	3.8	86.8	39.6	13.6	23.7
Pennsylvania	1,645	23.1	45.8	31.8	1.7	71.4	52.1	5.8	50.0
Puerto Rico	741	22.9	67.2	75.4	2.1	77.1	32.4	2.3	48.1
Rhode Island	100	12.0	85.4	20.0	31.0	34.0	83.0	9.0	43.4
South Carolina	1,132	5.1	32.7	54.8	35.3	29.2	19.7	18.5	42.6
South Dakota	21	4.8	100.0	33.3	4.8	76.2	42.8	23.8	38.1
Tennessee	269	3.7	43.3	64.0	21.0	38.5	11.2	18.6	33.6
Texas	123	13.0	69.6	23.6	9.4	67.0	83.8	5.7	34.0
Utah	159	.6	95.1	52.2	0	79.3	17.6	14.5	41.8
Vermont	237	5.9	99.6	23.2	14.0	63.7	42.6	18.1	42.9
Virgin Islands	0	0	0	0	0	0	0	0	0
Virginia	827	6.2	64.0	35.6	26.2	30.3	40.1	15.6	49.0
Washington	614	6.2	89.5	27.3	3.8	75.6	30.3	17.6	52.3
West Virginia	570	7.5	81.2	57.7	10.5	59.3	20.9	16.7	61.6
Wisconsin	67	3.0	88.3	9.0	10.4	77.6	43.3	25.4	34.3
Wyoming	92	18.5	95.3	46.2	2.2	69.6	23.9	17.4	37.8

Table H-3.—Persons Enrolled in Health Occupation Training Courses in the MDTA Institutional Program

[Cumulative, data processed as of June 30, 1966]

Occupations	Total enrollees	Male	Female	White	Nonwhite [1]	Racial data not obtained
Total number	40,804	4,091	36,713	24,493	12,953	3,358
Professional and semiprofessional	18,537	1,289	17,248	12,488	4,666	1,383
Professional:						
Medical service interne	36	1	35	8	23	5
Trained nurse, refresher	1,847	4	1,843	1,528	48	271
Semiprofessional:						
Lab technician and assistant	1,565	465	1,100	1,102	349	114
Physical therapist and technician	608	69	539	494	74	40
Licensed practical nurse	14,460	735	13,725	9,343	4,169	948
Embalmers and undertakers	21	15	6	13	3	5
Clerical	867	13	854	738	73	56
Physicians and dentist's assistants and attendants	826	11	815	708	67	51
Medical clerks	41	2	39	30	6	5
Services	21,400	2,789	18,611	11,267	8,214	1,919
Practical nurses and noninstitutional attendants	1,342	157	1,185	777	413	152
Attendant, hospital and other institutions	20,058	2,632	17,426	10,490	7,801	1,767
Percent of total	100.0	10.0	90.0	60.0	31.7	8.2
Professional and semiprofessional	45.4	31.5	47.0	51.0	36.0	41.2
Clerical	2.1	.3	2.3	3.0	.6	1.7
Service	52.4	68.2	50.7	46.0	63.4	57.1

[1] 95.6 percent were Negro.

NOTE.—Percents may not add to 100 due to rounding.

Table H-4.—Completion, Employment, and Labor Force Status of Graduates of Institutional Health Occupation Projects

[Cumulative, data processed as of June 30, 1966]

State	Completion rate (percent)	Number reporting on labor force status	Percent		
			Employed	Unemployed	Not in labor force
U.S. total	86.1	15,920	77.2	11.4	11.4
Alabama	88.0	282	62.8	19.1	18.1
Alaska	56.4	23	78.3	4.3	17.4
Arizona	82.6	191	77.5	6.8	15.7
Arkansas	78.8	141	85.1	3.5	11.3
California	82.0	2,443	70.0	11.8	18.2
Colorado	78.0	216	81.9	6.9	11.1
Connecticut	78.9	30	73.3	16.7	10.0
Delaware	100.0	57	61.4	28.1	10.6
District of Columbia	63.3	95	78.9	10.6	10.6
Florida	85.7	211	73.5	12.3	14.2
Georgia	92.4	77	88.3	6.5	5.2
Guam	N.A.	N.A.	N.A.	N.A.	N.A.
Hawaii	71.4	4	100.0	0	0
Idaho	93.2	49	87.8	0	12.2
Illinois	69.8	649	84.1	6.3	9.6
Indiana	90.4	516	70.3	20.9	8.7
Iowa	83.0	41	90.2	0	9.8
Kansas	86.2	281	79.7	7.1	13.2
Kentucky	87.6	218	82.1	10.6	7.3
Louisiana	96.5	54	70.4	25.9	3.7
Maine	90.0	236	82.2	5.9	11.9
Maryland	87.2	202	80.7	8.4	10.9
Massachusetts	85.0	204	84.3	6.9	8.9
Michigan	92.9	1,659	79.3	9.2	11.4
Minnesota	91.3	118	76.3	14.4	9.3
Mississippi	93.5	44	34.1	65.9	0
Missouri	84.6	563	77.6	14.9	7.4
Montana	78.4	39	82.1	5.1	12.8
Nebraska	82.8	42	76.2	9.5	14.3
Nevada	94.1	90	63.3	17.8	18.9
New Hampshire	83.3	5	80.0	0	20.0
New Jersey	86.5	219	73.1	12.3	14.6
New Mexico	82.9	262	62.2	14.9	22.9
New York	99.3	2,425	87.0	6.0	7.1
North Carolina	96.4	255	84.7	4.7	10.6
North Dakota	69.0	42	85.7	4.8	9.5
Ohio	92.5	794	67.6	20.7	11.7
Oklahoma	81.3	99	79.8	10.1	10.1
Oregon	98.3	156	65.4	21.8	12.8
Pennsylvania	83.3	789	82.6	8.9	8.5
Puerto Rico	86.5	318	86.5	12.3	1.3
Rhode Island	86.7	29	58.6	31.0	10.3
South Carolina	86.9	629	70.1	23.8	6.0
South Dakota	N.A.	N.A.	N.A.	N.A.	N.A.
Tennessee	89.5	86	84.9	9.3	5.8
Texas	93.8	28	96.4	3.6	0
Utah	78.7	41	82.9	4.9	12.2
Vermont	94.0	96	78.1	9.4	12.5
Virgin Islands	N.A.	N.A.	N.A.	N.A.	N.A.
Virginia	90.0	329	66.6	11.9	21.6
Washington	76.5	268	81.0	10.1	9.0
West Virginia	86.0	217	75.1	11.5	13.4
Wisconsin	100.0	28	67.9	7.1	25.0
Wyoming	63.9	30	80.0	10.0	10.0

NOTE.—Percents may not add to 100 due to rounding.

Table H-5.—Percentage Distribution of Hourly Earnings of Employed Graduates of Institutional Health Occupation Training Courses

[Cumulative, Data Processed as of June 30, 1966]

Sex and Race	Number	Straight-time hourly earnings					
		Less than $1.15	$1.15 to $1.49	$1.50 to $1.99	$2 to $2.49	$2.50 to $2.99	$3 and over
Total reporting earnings	11, 715	21. 1	34. 6	35. 6	6. 4	1. 8	0. 5
Male	1, 115	12. 2	23. 6	51. 7	8. 1	3. 4	1. 0
Female	10, 600	22. 0	35. 8	33. 9	6. 2	1. 6	. 5
White	7, 004	17. 4	35. 6	36. 5	7. 5	2. 2	. 7
Nonwhite	4, 000	26. 7	32. 9	34. 8	4. 6	. 8	. 2
Race not obtained	711	26. 4	34. 0	30. 5	5. 6	3. 1	. 3

Table I–1.—Characteristics of Handicapped Trainees Enrolled in Courses Started During 1966 and 1965, by Age

Characteristics	1966					1965				
	Total	Age in years				Total	Age in years			
		Under 19	19–21	22–44	45 and over		Under 19	19–21	22–44	45 and over
Number of handicapped trainees	9,234	736	1,563	4,987	1,948	11,574	1,416	2,118	5,925	2,115
Percent of total	100.0	8.0	16.9	54.0	21.1	100.0	12.2	18.3	51.2	18.3
Percent										
Sex:										
Male	78.7	73.9	78.1	81.3	74.3	79.9	73.3	79.3	82.4	77.9
Female	21.3	26.1	21.9	18.7	25.7	20.1	26.7	20.7	17.6	22.1
Family status:										
Head of family	60.8	8.2	23.7	73.6	77.5	60.9	8.9	25.5	79.1	80.1
Other	39.2	91.8	76.3	26.4	22.5	39.1	91.1	74.5	20.9	19.9
Education:										
Less than 8 years	12.0	12.3	6.7	11.1	18.2	11.5	15.4	7.5	10.1	16.9
8 years	14.7	16.9	10.3	13.4	20.7	14.8	19.2	9.8	14.1	18.6
9 to 11 years	33.5	42.5	35.9	33.7	27.7	33.7	42.1	37.2	31.9	29.4
12 years	34.3	27.7	43.7	35.6	25.7	34.4	23.0	43.0	36.9	26.5
More than 12 years	5.6	.6	3.3	6.2	7.7	5.6	.3	2.5	6.9	8.5
Years of gainful employment:										
Less than 3	26.9	92.3	75.7	11.6	2.7	31.3	95.4	76.4	10.4	2.9
3 to 9	29.9	7.6	24.0	41.1	13.9	27.6	4.4	23.1	40.0	12.6
10 or more	43.2	.1	.3	47.3	83.4	41.1	.2	.5	49.6	84.5
Number of dependents:										
0	44.2	91.7	77.8	30.8	33.5	39.6	88.7	73.2	21.6	23.6
1	14.3	5.7	11.9	13.4	21.9	14.6	7.7	12.5	12.9	25.9
2	11.0	2.0	6.6	12.3	14.5	13.1	2.4	9.4	15.7	16.8
3	9.6	.3	2.8	13.2	9.4	11.1	.6	3.6	15.9	12.1
4	7.4	.1	.6	10.2	8.4	7.8	.1	.9	12.5	6.7
5 and over	13.5	.1	.4	20.1	12.3	13.8	.4	.5	21.5	14.8
Wage earner status:										
Primary	76.0	20.0	43.5	88.2	91.9	70.0	13.6	37.1	87.9	90.6
Other	24.0	80.0	56.5	11.8	8.1	30.0	86.4	62.9	12.1	9.4
Eligible for allowance:										
Yes—regular	35.1	14.7	33.1	36.5	42.0	27.8	9.3	24.0	29.2	40.2
—youth	9.9	46.7	36.2	0	0	13.5	47.0	42.0	0	0
—augmented	44.0	5.3	16.3	55.1	52.5	41.3	4.0	14.1	57.6	47.8
Not eligible	10.8	33.3	14.4	8.3	5.5	17.4	39.7	19.9	13.1	12.0
Unemployment insurance claimant status:										
Yes	14.9	2.8	7.3	18.1	17.2	16.5	2.1	10.7	20.3	21.1
No	85.1	97.2	92.7	81.9	82.8	83.5	97.9	89.3	79.7	78.9
Public assistance status:										
Yes	17.4	8.2	7.6	20.9	19.8	17.0	6.6	8.0	21.3	20.9
No	82.6	91.8	92.4	79.1	80.2	83.0	93.4	92.0	78.7	79.1
Prior employment status:										
Unemployed	84.6	83.0	83.8	84.5	86.4	88.1	83.6	89.8	88.5	88.6
Family farm worker	1.0	.8	.3	1.0	1.6	1.3	.4	.7	1.3	2.5
Reentrant to labor force	3.2	2.4	2.6	3.1	4.0	3.8	11.0	1.9	2.8	3.6
Underemployed	11.2	13.8	13.2	11.4	7.9	6.8	5.0	7.6	7.3	5.4
Duration of unemployment:										
Less than 5 weeks	29.1	44.1	41.3	27.6	18.0	27.3	32.7	35.0	26.9	17.2
5 to 14 weeks	21.6	18.9	24.2	22.2	18.9	21.3	19.0	23.3	22.1	18.6
15 to 26 weeks	14.4	10.2	12.1	15.7	14.5	13.5	11.2	12.9	14.4	13.1
27 to 52 weeks	11.7	8.2	7.7	12.7	13.3	13.0	9.1	10.0	13.8	16.0
Over 52 weeks	23.3	18.6	14.8	21.8	35.3	24.9	28.0	18.7	22.8	35.0
Prior military service:										
Veteran	32.0	1.1	4.4	40.4	43.2	29.3	.1	.4	40.0	45.6
Peacetime service	4.4	2.5	5.9	5.6	.9	9.3	4.4	11.5	12.2	2.1
Rejectee	11.0	8.1	30.3	8.6	3.0	9.4	9.7	20.1	7.5	4.2
Other nonveteran	52.6	88.3	59.3	45.4	52.9	52.0	85.8	67.9	40.3	48.2
Race:										
White	75.3	79.3	75.8	74.3	76.0	78.6	73.4	79.0	78.7	81.2
Negro	22.5	18.0	21.6	23.5	22.1	19.8	25.2	19.5	19.5	17.7
Other nonwhite	2.2	2.7	2.6	2.2	1.9	1.6	1.4	1.5	1.8	1.1

NOTE.—Percents may not add to 100 due to rounding.

Table I-2.—Occupational Group of Training for Handicapped Trainees Enrolled in Institutional Projects Started During Calendar Years 1966 and 1965 by Sex, Race, and Educational Attainment

Occupational group	Total	Sex		Race [2]		Years of school completed [4]				
		Male	Female	White	Non-white [3]	Under 8	8	9-11	12	Over 12
Calendar year 1966										
Number of handicapped trainees	9,234	7,268	1,966	6,469	2,123	1,091	1,336	3,051	3,120	508
Percent of total	100.0	78.7	21.3	75.3	24.7	12.0	14.7	33.5	34.3	5.6
Percent										
Professional and managerial	7.2	7.5	6.1	8.7	3.2	.7	.4	3.1	13.6	24.4
Clerical and sales	11.9	5.6	34.9	12.6	10.2	1.7	3.0	10.7	18.6	20.9
Service	12.0	8.3	25.7	10.7	14.7	10.5	12.1	12.1	12.6	11.2
Agriculture	4.9	4.7	5.7	4.2	5.9	10.4	5.6	3.8	3.3	3.3
Skilled occupations	22.4	27.8	2.0	24.5	17.5	17.6	25.7	25.4	20.3	20.5
Semiskilled occupations	20.1	23.7	6.9	20.0	21.8	20.0	24.7	22.1	18.3	12.0
Other [1]	21.6	22.4	18.7	19.3	26.7	39.0	28.5	22.8	13.4	7.7
Calendar year 1965										
Number of handicapped trainees	11,574	9,247	2,327	8,468	2,301	1,325	1,695	3,863	3,947	643
Percent of total	100.0	79.9	20.1	78.6	21.4	11.5	14.8	33.7	34.4	5.6
Percent										
Professional and managerial	6.4	6.3	6.7	7.8	2.3	.6	.6	2.6	12.2	22.4
Clerical and sales	14.5	6.5	46.3	14.8	14.8	1.6	4.5	11.8	23.7	28.1
Service	10.8	8.7	19.2	9.4	15.3	15.2	12.7	11.6	8.2	8.6
Agriculture	3.5	4.3	.3	3.3	3.4	6.9	5.0	3.5	2.0	2.3
Skilled occupations	31.4	38.4	3.4	34.1	23.5	23.8	34.3	34.8	30.6	24.4
Semiskilled occupations	18.0	20.6	7.8	16.8	22.4	18.9	22.7	20.4	14.9	9.0
Other [1]	15.3	15.1	16.2	13.9	18.2	32.9	20.1	15.4	8.4	5.1

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[1] Prevocational and DOT not specified.

[2] Race not obtained on 642 trainees in 1966 or on 805 in 1965.

[3] Nonwhite are 91 percent Negro.

[4] Educational attainment not reported by 128 trainees in 1966 or by 102 in 1965.

NOTE.—Percents may not add to 100 due to rounding. "Not reported" excluded from percentages.

Table J-1.—Characteristics of Disadvantaged[1] Trainees Enrolled in MDTA Institutional Projects Started During Calendar Years 1966 and 1965

Characteristics	1966					1965				
	Total	Under 19	19-21	22-24	45 and over	Total	Under 19	19-21	22-24	45 and over
Number	45,450	5,966	8,315	21,767	9,402	65,057	12,036	13,809	27,389	11,823
Percent of total	100.0	13.1	18.3	47.9	20.7	100.0	18.5	21.2	42.1	18.2
Percent										
Sex:										
Male	55.7	58.0	52.5	58.0	51.8	58.4	58.4	55.3	59.6	59.0
Female	44.3	42.0	47.5	42.0	48.2	41.6	41.6	44.7	40.4	41.0
Family status:										
Head of family	58.2	12.8	33.3	75.0	70.1	55.5	12.4	33.9	77.2	74.2
Other	41.8	87.2	66.7	25.0	29.9	44.5	87.6	66.1	22.8	25.8
Education:										
Less than 8 years	11.2	7.9	5.3	11.5	17.5	12.3	10.5	6.2	12.2	21.7
8 years	14.7	16.0	10.2	13.5	20.5	14.9	17.3	10.8	14.2	18.6
9 to 11 years	54.9	64.5	63.9	57.8	33.9	53.1	61.2	63.0	53.9	31.0
12 years	16.7	11.4	19.4	14.9	22.0	16.9	10.9	18.8	16.5	21.9
More than 12 years	2.6	.1	1.2	2.2	6.1	2.8	.1	1.1	3.1	6.7
Years of gainful employment:										
Less than 3	35.7	93.0	77.7	17.1	5.4	42.6	94.4	79.5	17.4	5.2
3 to 9	33.1	6.8	21.9	49.4	21.8	29.1	5.4	20.2	47.9	20.2
10 or more	31.2	.1	.4	33.5	72.9	28.3	.1	.4	34.6	74.6
Number of dependents:										
0	43.8	80.8	62.0	28.0	41.1	42.0	80.2	59.7	21.9	29.0
1	15.8	13.0	17.9	13.2	22.0	16.2	12.6	18.0	13.4	24.4
2	11.9	4.7	12.1	13.7	12.4	13.6	5.4	13.6	16.3	15.8
3	9.5	1.0	5.6	13.8	8.4	9.9	1.3	6.0	15.5	10.2
4	6.9	.3	1.7	11.1	5.9	6.6	.3	1.8	11.7	6.7
5 and over	12.0	.1	.5	20.3	10.2	11.7	.3	1.0	21.1	13.9
Wage earner status:										
Primary	70.1	23.3	48.5	85.6	83.1	61.7	17.1	40.5	82.9	83.2
Other	29.9	76.7	51.5	14.4	16.9	38.3	82.9	59.5	17.1	16.8
Eligible for allowance:										
Yes—regular	29.6	12.1	25.0	31.5	40.3	22.2	7.0	16.6	25.7	36.1
—youth	14.5	53.3	41.1	0	0	20.6	56.2	48.2	0	0
—augmented	40.0	6.1	20.4	54.6	44.9	36.2	5.2	18.0	55.4	44.6
Not eligible	15.9	28.6	13.5	13.9	14.8	21.0	31.6	17.2	18.9	19.4
Unemployment insurance claimant status:										
Yes	11.3	1.3	5.3	14.0	16.6	11.8	1.3	9.4	15.9	19.1
No	88.7	98.7	94.7	86.0	83.4	88.2	98.7	90.6	84.1	80.9
Public assistance status:										
Yes	18.1	9.9	11.6	24.4	14.4	17.2	9.4	11.9	24.6	14.2
No	81.9	90.1	88.4	75.6	85.6	82.8	90.6	88.1	75.3	85.8
Prior employment status:										
Unemployed	88.0	91.2	90.7	87.5	84.1	91.2	93.1	93.6	91.2	86.4
Family farmworker	1.4	1.0	.9	1.5	2.0	3.1	1.0	1.5	3.5	6.1
Reentrant to labor force	1.7	1.5	1.1	1.4	3.2	1.6	3.0	1.0	.9	2.4
Underemployed	8.9	6.2	7.4	9.4	10.9	4.2	2.8	3.9	4.5	5.0
Duration of unemployment:										
Less than 5 weeks	19.3	19.0	21.6	18.1	20.1	16.3	13.6	18.0	15.3	19.6
5 to 14 weeks	14.0	11.7	14.2	13.5	16.3	12.3	10.6	12.7	11.5	15.5
15 to 26 weeks	21.0	19.5	22.0	22.7	16.9	20.4	18.0	21.4	22.8	15.7
27 to 52 weeks	16.0	14.0	15.7	17.5	14.0	17.4	15.8	17.4	18.9	15.6
Over 52 weeks	29.8	35.8	26.4	28.1	32.7	33.6	42.0	30.5	31.4	33.6
Prior military service:										
Veteran	17.6	.2	2.5	23.4	28.1	14.7	.1	.3	22.0	28.5
Peacetime service	3.0	.8	3.0	4.6	.8	7.2	2.7	7.9	10.6	2.5
Rejectee	5.2	3.0	13.1	4.5	1.4	4.9	4.2	9.6	4.0	2.0
Other nonveteran	74.1	95.9	81.4	67.5	69.7	73.3	93.0	82.2	63.4	66.9
Handicapped:										
Yes	16.9	10.1	13.6	18.2	20.8	14.8	10.3	11.6	17.0	18.0
No	83.1	89.9	86.4	81.8	79.2	85.2	89.7	88.4	83.0	82.0
Race:										
White	37.0	31.7	24.7	30.2	67.5	40.8	34.2	27.5	36.6	73.1
Negro	59.0	62.7	70.3	65.8	30.5	55.4	62.3	68.1	58.8	25.2
Other nonwhite	4.0	5.6	5.0	4.0	2.0	3.8	3.4	4.4	4.6	1.7

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[1] Trainees with two or more characteristics deterrent to employability—less than a high school education, nonwhite, 45 years old or over, handicapped, long term unemployed, public assistance recipient.

NOTE.—Percents may not add to 100 due to rounding.

Table J–2.—Occupational Group of Training of Disadvantaged Trainees Enrolled in Institutional Projects Started During Calendar Years 1966 and 1965 by Sex, Race, and Educational Attainment

Occupational group	Total	Sex		Race [2]		Years of school completed [4]				
		Male	Female	White	Nonwhite [3]	Under 8	8	9-11	12	Over 12
Calendar year 1966										
Number of disadvantaged trainees	45,438	25,321	20,117	15,855	26,946	5,038	6,627	24,793	7,567	1,160
Percent of total	100.0	55.7	44.3	37.0	63.0	11.1	14.7	54.9	16.7	2.6
Percent										
Professional and managerial	5.1	2.5	8.4	6.0	4.6	.3	1.3	4.5	11.0	22.1
Clerical and sales	13.6	3.0	26.8	14.5	13.2	2.0	5.1	12.9	27.8	32.5
Service	18.9	9.2	31.1	16.9	20.0	14.9	17.5	19.8	20.4	14.5
Agriculture	5.7	5.2	6.2	5.6	5.5	11.0	7.7	4.8	3.7	2.9
Skilled occupations	17.9	29.6	3.1	22.0	15.9	18.5	21.5	18.7	12.6	13.2
Semiskilled occupations	18.7	25.0	10.8	17.6	19.4	19.6	22.5	19.5	13.9	9.6
Other [1]	20.2	25.4	13.7	17.3	21.4	33.6	24.4	19.9	10.7	5.3
Calendar year 1965										
Number of disadvantaged trainees	65,060	37,972	27,088	24,798	36,021	7,992	9,635	34,373	10,970	1.804
Percent of total	100.0	58.4	41.6	40.8	59.2	12.3	14.9	53.1	16.9	2.8
Percent										
Professional and managerial	3.9	1.8	6.7	4.9	3.2	.3	1.0	3.2	8.3	22.0
Clerical and sales	17.8	4.0	37.1	16.5	19.3	1.8	6.2	17.0	38.4	41.5
Service	17.2	8.7	29.1	15.0	18.8	16.3	18.0	18.0	15.8	10.9
Agriculture	5.0	8.4	.1	7.0	2.8	18.1	6.7	2.6	1.6	1.3
Skilled occupations	22.3	36.5	2.5	27.6	19.3	21.9	27.6	23.7	15.2	13.9
Semiskilled occupations	18.3	23.8	10.7	16.4	19.8	16.4	21.2	20.6	12.0	7.5
Other [1]	15.5	16.9	13.6	12.6	17.0	25.2	19.4	15.0	8.6	2.9

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[1] Prevocational and DOT not specified.

[2] Race not obtained on 2,637 trainees in 1966 or on 4,241 in 1965.

[3] Nonwhite are 94 percent Negro.

[4] Educational attainment not reported by 253 trainees in 1966 or by 286 in 1965.

NOTE.—Percents may not add to 100 due to rounding. "Not reported" excluded in computing percentages.

Table J-3.—Trainees Enrolled in Institutional Training Projects in Fiscal Year 1966 and Percentage Considered Disadvantaged

State	Total number enrolled	Number disadvantaged	Percent of total disadvantaged
U.S. Total	131,576	55,728	42.4
Alabama	1,982	764	38.5
Alaska	559	216	38.6
Arizona	857	488	56.9
Arkansas	778	245	31.5
California	15,030	5,472	36.4
Colorado	1,056	376	35.6
Connecticut	1,907	775	40.6
Delaware	207	160	77.3
District of Columbia	999	564	56.5
Florida	3,575	1,529	42.8
Georgia	2,268	1,117	49.3
Guam	58	23	39.7
Hawaii	255	118	46.3
Idaho	297	80	26.9
Illinois	10,285	6,106	59.4
Indiana	2,539	1,245	49.0
Iowa	1,307	360	27.5
Kansas	1,237	554	44.8
Kentucky	2,395	934	39.0
Louisiana	1,931	697	36.1
Maine	1,165	294	25.2
Maryland	1,303	755	57.9
Massachusetts	4,765	1,890	39.7
Michigan	6,977	3,318	47.6
Minnesota	4,132	1,244	30.1
Mississippi	1,360	593	43.6
Missouri	3,294	1,662	50.5
Montana	600	165	27.5
Nebraska	280	145	51.8
Nevada	535	235	43.9
New Hampshire	685	134	19.6
New Jersey	3,230	1,415	43.8
New Mexico	346	80	23.1
New York	11,024	5,485	49.8
North Carolina	2,259	1,087	48.1
North Dakota	182	31	17.0
Ohio	7,109	3,187	44.8
Oklahoma	1,252	480	38.3
Oregon	1,330	309	23.2
Pennsylvania	6,722	2,676	39.8
Puerto Rico	1,513	701	46.3
Rhode Island	661	205	31.0
South Carolina	1,767	1,053	59.6
South Dakota	122	26	21.3
Tennessee	2,187	1,063	48.6
Texas	5,428	1,388	25.6
Utah	735	212	28.8
Vermont	570	187	32.8
Virginia	1,856	729	39.3
Virgin Islands	55	38	69.1
Washington	4,852	1,492	30.8
West Virginia	1,346	672	49.9
Wisconsin	2,220	919	41.4
Wyoming	192	35	18.2

Table K–1.—Characteristics of Trainees Referred for Training on an Individual Basis During 1966 and 1965

Characteristics	1966							1965						
	Total	Sex		Age				Total	Sex		Age			
		Male	Female	Under 19	19-21	22-44	45 and over		Male	Female	Under 19	19-21	22-44	45 and over
Number of individual referrals	3,149	1,939	1,210	402	516	1,882	349	3,174	2,022	1,152	366	537	2,003	268
Percent of total	100.0	61.6	38.4	12.8	16.4	59.8	11.1	100.0	63.7	36.3	11.5	16.9	63.1	8.4
Percent														
Family status:														
Head of family	64.7	69.5	57.1	11.5	39.3	79.7	82.2	68.5	71.7	62.9	10.8	44.7	83.2	83.7
Other	35.3	30.5	42.9	88.5	60.7	20.3	17.8	31.5	28.3	37.1	89.2	55.3	16.8	16.3
Education:														
Less than 8 years	1.8	2.2	1.1	.5	.4	2.4	2.0	3.0	4.1	1.0	.8	1.0	3.6	5.2
8 years	5.6	6.8	3.8	2.5	5.1	5.8	9.0	7.0	8.9	3.8	1.9	3.3	7.7	16.0
9 to 11 years	25.8	25.3	26.6	21.0	26.8	26.4	26.7	24.8	24.9	24.8	20.6	26.1	26.0	19.4
12 years	58.7	56.7	61.9	76.0	62.9	56.0	47.2	56.2	52.6	62.5	75.5	62.9	52.4	45.5
More than 12 years	8.1	9.0	6.6	0	4.9	9.4	15.1	8.9	9.5	7.9	1.1	6.8	10.3	13.8
Years of gainful employment:														
Less than 3	30.0	20.3	45.6	87.8	66.3	13.3	4.6	29.4	20.7	44.3	88.8	64.1	13.5	2.3
3 to 9	38.8	38.7	39.1	12.2	33.7	49.4	18.2	40.5	40.1	41.1	11.2	35.4	49.3	23.0
10 or more	31.2	41.0	15.4	0	0	37.3	77.2	30.1	39.1	14.6	0	.6	37.2	74.7
Number of dependents:														
0	40.0	35.9	46.6	90.1	68.4	24.4	25.2	31.7	28.8	36.9	87.1	54.5	17.2	19.0
1	14.1	12.4	16.8	7.4	17.5	12.5	25.2	15.3	14.4	16.9	7.7	23.1	13.1	27.2
2	15.1	14.4	16.3	2.5	10.3	18.1	20.0	16.6	16.6	16.7	4.4	13.2	19.4	19.8
3	12.2	14.1	9.3	0	3.5	17.3	11.9	15.1	15.6	14.2	.3	7.5	20.1	13.1
4	7.6	8.6	6.0	0	.2	11.0	9.0	9.9	10.8	8.2	.3	1.1	13.8	11.2
5 and over	11.0	14.6	5.1	0	0	16.7	8.7	11.4	13.8	7.2	.3	.6	16.5	9.7
Wage earner status:														
Primary	73.1	78.1	65.1	17.0	53.4	87.3	90.1	75.5	79.8	68.0	21.4	55.2	88.5	91.7
Other	26.9	21.9	34.9	83.0	46.6	12.7	9.9	24.5	20.2	32.0	78.6	44.8	11.5	8.3
Eligible for allowance:														
Yes—regular	38.1	42.2	31.7	20.1	48.3	38.4	42.7	27.4	30.2	22.5	16.9	33.5	27.1	31.7
—youth	1.2	1.0	1.4	5.5	2.9	0	0	1.8	2.1	1.2	7.9	5.2	0	0
—augmented	41.5	46.1	34.2	7.5	20.5	53.5	47.3	47.7	49.7	44.4	6.3	23.5	60.7	56.0
Not eligible	19.2	10.7	32.7	66.9	28.3	8.2	10.0	23.1	18.0	31.9	68.9	37.8	12.2	12.3
Unemployment insurance claimant status:														
Yes	19.8	27.5	7.4	1.4	11.0	24.7	25.7	19.7	26.6	7.8	2.6	13.3	24.2	21.2
No	80.2	72.5	92.6	98.6	89.0	75.3	74.3	80.3	73.4	92.2	97.4	86.7	75.8	78.8
Public assistance status:														
Yes	11.3	5.6	20.5	7.4	6.7	14.0	7.8	14.8	9.2	24.3	5.2	9.4	18.0	13.7
No	88.7	94.4	79.5	92.6	93.3	86.0	92.2	85.2	90.8	75.7	94.8	90.6	82.0	86.3
Prior employment status:														
Unemployed	81.1	83.1	78.1	80.3	82.2	81.0	80.7	87.0	88.2	84.8	87.5	85.2	87.2	88.5
Family farmworker	.3	.4	0	.9	.2	.2	.3	.5	.7	0	.9	.2	.5	0
Reentrant to labor force	2.2	.7	4.7	1.7	1.6	2.5	2.1	2.1	.5	5.0	1.5	.4	2.6	2.7
Underemployed	16.4	15.9	17.3	17.1	16.0	16.3	16.8	10.4	10.5	10.2	10.1	14.3	9.7	8.8
Duration of unemployment:														
Less than 5 weeks	33.3	33.2	33.4	40.9	39.3	32.4	21.2	33.6	35.3	30.5	43.0	41.9	31.3	22.6
5 to 14 weeks	25.1	28.4	19.5	26.3	25.8	24.3	26.8	23.9	25.7	20.8	26.6	27.5	23.3	19.1
15 to 26 weeks	16.5	19.1	12.2	7.1	15.7	18.6	16.7	15.3	16.7	12.9	13.0	12.1	16.6	15.2
27 to 52 weeks	10.5	10.3	10.9	10.7	10.8	9.5	14.9	12.2	12.3	12.0	7.8	9.5	12.9	17.4
Over 52 weeks	14.6	9.1	24.0	14.9	8.4	15.3	20.4	15.0	10.1	23.8	9.6	9.0	15.9	25.7
Prior military service:														
Veteran	26.4	40.8	1.4	1.1	7.1	34.3	39.6	20.7	30.2	1.4	0	.7	27.2	37.2
Peacetime service	9.6	15.1	.1	1.4	8.8	12.9	2.7	17.3	25.4	.7	2.3	16.4	21.9	2.6
Rejectee	2.9	4.6	0	1.1	5.5	2.8	1.8	3.2	4.8	0	2.0	5.1	3.3	.4
Other nonveteran	61.1	39.6	98.5	96.5	78.5	50.0	55.8	58.8	39.6	97.9	95.7	77.8	47.6	59.7
Handicapped:														
Yes	15.2	19.2	8.7	4.8	10.5	15.8	30.7	14.6	19.3	6.2	5.8	8.2	16.5	24.7
No	84.8	80.8	91.3	95.2	89.5	84.2	69.3	85.4	80.7	93.8	94.2	91.8	83.5	75.3

NOTE.—Percents may not add to 100 due to rounding.

Table K-2.—Occupational Group of Training of Trainees Individually Referred to Institutional Training Courses by Sex and Race for Calendar Years 1966 and 1965

Occupational group	Total [2]			White			Nonwhite [3]		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Calendar year 1966									
Number of individual referrals	3,149	1,939	1,210	2,541	1,606	935	412	222	190
Percent of total	100.0	61.6	38.4	80.7	63.2	36.0	13.1	53.9	46.1
Percent									
Professional and managerial	21.4	18.8	25.5	21.5	19.2	25.5	20.6	14.4	27.9
Clerical and sales	18.8	9.6	33.6	18.8	10.6	32.9	20.4	5.0	38.4
Service	19.7	13.2	30.2	19.1	12.1	31.1	21.1	18.9	23.7
Agricultural	4.6	2.7	7.8	4.8	2.6	8.7	4.4	4.1	4.7
Skilled occupations	25.8	41.4	.8	26.3	41.3	.5	25.0	45.0	1.6
Semiskilled occupations	5.6	8.6	.9	5.7	8.8	.4	4.1	5.4	2.6
Other [1]	4.0	5.8	1.1	3.7	5.4	.9	4.4	7.2	1.1
Calendar year 1965									
Number of individual referrals	3,174	2,022	1,152	2,653	1,755	898	345	158	187
Percent of total	100.0	63.7	36.3	83.6	66.2	33.8	10.9	45.8	54.2
Percent									
Professional and managerial	18.9	19.8	17.3	19.6	20.3	18.2	12.2	11.4	12.8
Clerical and sales	25.9	9.7	54.3	24.8	10.1	53.6	34.5	5.1	59.4
Service	14.3	9.5	22.7	14.2	9.2	24.1	14.8	13.3	16.0
Agricultural	.1	.1	.1	.2	.2	.1	0	0	0
Skilled occupations	28.0	43.7	.5	29.0	43.6	.4	21.4	46.2	.5
Semiskilled occupations	7.9	10.5	3.4	7.4	10.1	2.1	11.9	14.6	9.6
Other [1]	4.8	6.6	1.6	4.7	6.4	1.6	5.2	9.5	1.6

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[1] Prevocational training and DOT not specified.

[2] Includes 196 or 6.2 percent in 1966 and 176 or 5.5 percent in 1965 for whom race was not obtained.

[3] Nonwhite trainees are 94 percent Negro.

NOTE.—Percents may not add to 100 due to rounding.

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